

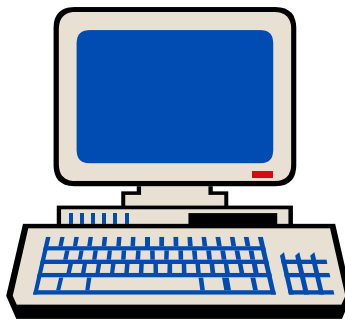
LOCAL EDUCATION AGENCY

TITLE I

ELECTRONIC INTERNET

APPLICATION AND REFERENCE

MANUAL



2008-2009

IOWA DEPARTMENT OF EDUCATION
BUREAU OF TEACHING AND LEARNING SERVICES
Title I

State of Iowa
Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa
50319-0146

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FOREWORD

The following is the annual *Local Education Agency Title I Reference Manual* published and distributed to provide information and guidance on developing a Title I program. This Reference Manual also includes the *Title I Electronic Internet Application Manual for 2008-2009*, which offers step-by-step instructions on completing the Title I electronic Internet application.

The due date for this application is September 15, 2008. Again this year school districts with 1,000 or more students or a private school, must complete the screen showing how the LEA Title I allocation has been distributed to schools by poverty level.

New for this year is a screen asking school districts to verify expenditures before certifying Title I budgets prior to the final payment. All Title I budgets must be finalized at the end of every school year prior to August 15th.

Also, you are reminded that Title I consultants provided information at the spring Title I updates regarding a new expectation for local parent policies and compacts. Please refer to that section in this reference manual for further information.

As always, don't hesitate to contact our office at 515/281-5313 if we can be of assistance. We look forward to working with you this year!

Sincerely,

Paul Cahill
Title I Administrative Consultant

TITLE I APPLICATION CHECKLIST FOR 2008-2009

NOTE: The Title I Internet application is required for approval of Title I 2008-2009 school year funding and must include completion of required elements as applicable. Access application at www.edinfo.state.ia.us using Title I login and password.

☐ **PARENT INVOLVEMENT POLICY AND COMPACT** *has been reviewed and updated for the 2008-2009 school year.*

☐ **ANNUAL TITLE I APPLICATION**

WHAT? *Annual Application, Selection of Schools, Project Narratives, Project Staff Assignments, General Budget Screens. General Carryover Budget Screen, if carryover funding is available.*
WHY? *Required to receive Title I funding for the 2008-2009 school year.*
WHO? *All LEAs with 2008-2009 Title I program.*
WHEN? *Due by electronic submission August 15, 2008.*

☐ **WITHIN DISTRICT TARGETING OF FUNDS**

WHAT? *Report of school attendance area allocations based on number of children from low-income families.*
WHY? *Required to receive Title I funding for the 2008-2009 school year.*
WHO? *All LEAs with 1,000 or more students or any LEA providing Title I service to a private school.*
WHEN? *Due by electronic submission August 15, 2008.*

☐ **STATEMENT OF AGREEMENT**

WHAT? *Declaration of contact with accredited private school representatives for the purpose of offering Title I services.*
WHY? *Required to receive Title I funding for the 2008-2009 school year.*
WHO? *All LEAs with eligible private schools within their boundaries, even if not providing service to private school.*
WHEN? *Due by electronic submission August 15, 2008.*

☐ **LOCAL NEGLECTED APPLICATION**

WHAT? *All Annual Title I Application Screens plus the Local Neglected Narrative Screen.*
WHY? *Required to receive Title I local neglected funding for the 2008-2009 school year.*
WHO? *All LEAs with 2008-2009 Title I program to serve children in local neglected institution..*
WHEN? *Due by electronic submission August 15, 2008.*

☐ **LOCAL DELINQUENT APPLICATION**

WHAT? *Delinquent Application, Project Staff Assignments, Delinquent Budget, Local Delinquent Narrative Screens.*
WHY? *Required to receive Title I local delinquent funding for the 2008-2009 year.*
WHO? *All LEAs with 2008-2009 Title I program to serve children in local delinquent institution..*
WHEN? *Due by electronic submission August 15, 2008.*

☐ **MIGRANT EDUCATION APPLICATION**

WHAT? *Migrant Education Application, Project Staff Assignments, Migrant Budget, Migrant NarrativesScreens.*
WHY? *Required to receive Title I migrant education funding for the 2008-2009 school year.*
WHO? *All LEAs with 2008-2009 Title I program to serve children of migratory workers.*
WHEN? *Due by electronic submission August 15, 2008.*

☐ **SCHOOLWIDE PROGRAM APPLICATION**

WHAT? *Schoolwide Operating Programs Screen and Schoolwide Indication of Planning Screen, as applicable. LEAs must also submit, to the SEA, a written schoolwide plan for each schoolwide program building.*
WHY? *Required to implement a schoolwide program with Title I funding for the 2008-2009 school year.*
WHO? *Only LEAs with approved schoolwide program or with a school in a planning year prior to implementing SWP.*
WHEN? *Due by electronic submission August 15, 2008.*

☐ **TITLE I EQUIPMENT INVENTORY AND DISPOSAL RECORD**

WHAT? *Paper copy of form to report inventory and depreciation of equipment purchased with Title I funding.*
WHY? *Required to report administrative control over and to account for equipment used in Title I service delivery.*
WHO? *Only LEAs with Title I equipment to be reported or to be depreciated using Equipment Depreciation Schedule.*
WHEN? *Due by mail to Title I office August 15, 2008.*

ACRONYMS

The following is a list of acronyms used in this Manual.

AEA - Area Education Agency
AFDC - Aid to Families of Dependent Children
APR – Annual Progress Report
AYP – Adequate Yearly Progress
BEDS – Basic Educational Data Survey
COE - Certificates of Eligibility
CSD - Community School District
CSIP – Comprehensive School Improvement Plan
ED – U.S. Department of Education
EFIG – Education Finance Incentive Grant
ESEA – Elementary and Secondary Education Act
FICA - Federal Insurance Contribution Act (Social Security/Medicare)
FTE - Full-time Equivalency
GAAP - Generally Accepted Accounting Principles
IPERS - Iowa Public Employees Retirement System
LEA - Local Education Agency
LEP – Limited English Proficient
MEP - Migrant Education Program
MOE – Maintenance of Effort
NAS - National Academy of Sciences
NCLB – No Child Left Behind Act of 2001
P.L. - Public Law
PPE - Per pupil expenditure
Rdg/LA - Reading and/or Language Arts
SEA - State Educational Agency
SES – Supplemental Education Services
SINA – Schools in Need of Assistance
SSP – Supplemental Service Providers
SWP – Schoolwide Program
TA – Targeted Assistance Program

DEFINITION OF TERMS

The following is an explanation of terms, abbreviations, and definitions associated with the Title I Annual Application. Read them carefully before using this reference manual.

FISCAL

Allocation (LEA) – Amount of new Title I money allowed to a LEA. For LEAs with populations of 20,000 or more, allocation is made directly from the U.S. Department of Education on the basis of census poverty data and reduced for State administration funds. For LEAs with populations under 20,000, the U.S. Department of Education allocation is re-computed on the basis of the average of October free lunch counts and low-income revenue data.

Amendment – Must be filed electronically when the approved budget figures, on any project budget, change for any reason. Please note that this process must be followed in order for funds, approved in the budget but unspent at the end of the project year, to become available as carryover for the following school year.

Approved Amount – Total budget amount that a LEA will expend in a project year—equal to or less than the allocation.

Basic Grant – Funds allocated to LEAs to provide supplemental reading and mathematics programs in a LEA; accounts for the largest portion of the LEA's current allocation.

Carryover Allocation - Funds allocated for the previous fiscal year, but not applied for by the LEA in the previous school year budget, that are used in the following school year. These funds must be in excess of \$1,000 and are limited to 15% of a current allocation in excess of \$50,000.

Concentration Grant – Funds allocated to LEAs with high concentrations of low-income. Funds become part of current allocation and separate accounting is not necessary.

Current Allocation - Funds allocated for the present fiscal year.

Detail Budget – The screen on the Title I Internet Application where the LEA itemizes budget expenditures.

DEFINITION OF TERMS (continued)

Education Finance Incentive Grant – Funds allocated to LEAs on the basis of low-income and state-demonstrated effort and equity factors. Funds become part of current allocation and no separate accounting is necessary.

Excess Carryover Funds – Funds exceeding the maximum 15% allowed for carryover into the next fiscal year. LEAs may choose to carry over up to 15% of their allocation into the following school year. Once every three years a waiver for excess carryover funds can be approved. Please note that there is no limitation on carryover for LEAs with an allocation less than \$50,000.

Expenditures – The costs associated with operating a Title I program. Any Title I expenditures must be supplemental to the regular educational program.

Final Financial Report – Must be filed electronically by clicking “Project Budget Completion” button on the appropriate budget screen to declare project complete and approved budget figures as actual expenditures.

Fiscal Year (FY) – The budget period beginning July 1 and ending the following June 30.

Fixed Charges – The benefits, such as FICA, IPERS and Insurance, allowed on the Title I budget.

General Budget – The screen on the Title I Internet Application where the LEA applies for Title I current allocation funds.

General Carryover – The screen on the Title I Internet Application where the LEA applies for Title I carryover allocation funds.

Hold-Harmless Amount – Guaranteed level of funding at variable rate of 95-85% of the previous year funding, based on the percent of poverty in the LEA. Only applies if SEA receives adequate funding to meet hold-harmless level of funding.

Indirect Costs – A maximum amount used from the LEA allocation for costs related to the Title I program that are in compliance with OMB Circular A87. The maximum amount is determined by applying the LEA indirect cost percentage, computed annually by the SEA, to the salary and benefit cost applied for in the Title I budget. Please note that for Title I purposes, the given fiscal year indirect cost rate applies to the project established for the school year and remains in place even when project expenditures extend into the next fiscal year.

Project Year – The period that covers the school year program without respect to the fiscal year.

Reallocated Funds – Excess carryover or unspent prior year funds available by the State Title I office to eligible LEAs.

Eligibility is based on increased poverty levels and greatest need as determined by the Title I office.

Supplemental – Title I expenditures must be in addition to, not in place of, the regular educational program.

Targeted Grant – Funds allocated to provide increased grants per poverty child as the percentage of economically disadvantaged children in a school district increases. Funds become part of current allocation and no separate accounting is necessary.

Title I Internet Application – The process whereby LEAs apply electronically for Title I funds by completing a multi-screen application at www.edinfo.state.ia.us. There is no longer a paper Title I application form. Please note that the password used to access the Title I application is unique to Title I and is not the same as the password used for BEDS information. The password is annually mailed to the district superintendent as part of the Title I allocation notification.

EVALUATION AND TITLE I ASSESSMENT

All Iowa public school districts and schools are required to annually report to the Iowa Department of Education under the *No Child Left Behind Act of 2001 (NCLB)* to determine if local public school districts and schools made Adequate Yearly Progress (AYP) by meeting State reading and mathematics goals in grades 4, 8, and 11 for all students and subgroups, as well as participation, attendance, and high school graduation rate requirements.

PROGRAM

Activity – A component that is designed to help disadvantaged children meet high standards. (Reading, Mathematics, Early Childhood, Extended Day, Extended Year, etc.)

Adequate Yearly Progress (AYP) – This is a measure of progress in student achievement over time. School districts must demonstrate that they are meeting incremental goals each year in order to reach the ultimate goal of 100% of students proficient by year 2014.

Annual Progress Report (APR) – Local education agencies (LEAs), both public and accredited private schools, are required to develop a report that is provided to the public and to the Iowa Department of Education by September 15 each year. Title I students are included in the data provided by this report.

Comprehensive School Improvement Plan (CSIP) – Once every five years LEAs must develop a plan of improvement. Information about Title I programming, including but not limited to: parent involvement, staff development, and coordination with other programs, selecting students for service, and Title I service delivery should be incorporated into this LEA plan.

DEFINITION OF TERMS (continued)

Elementary and Secondary Education Act (ESEA) – The Federal legislation originally enacted in 1965 that includes Title I programs. This legislation is re-authorized approximately every five years. In 2001 it was reauthorized as the No Child Left Behind Act (NCLB).

Eligible student – A student who is failing or most at risk of failing to meet locally determined educational standards is a student eligible for Title I services. Each LEA must develop a process for determining student eligibility. Students in grades K-2 may be selected using teacher recommendation with documentation, parental input, and developmentally appropriate measures. Eligibility in grade three and above must be determined by educationally objective criteria.

Homeless Children Provision – A child who is homeless and attending any school served by the LEA is eligible for services under this provision.

Limited English Proficiency (LEP) - Students who are learning English as a second language and need additional assistance in mastering the English language are categorized as LEP. These students may be served in both English as a second language programs and in Title I programs. However, Title I **may not replace** ESL instruction.

Local Delinquent Provision – Local education agencies that have a public or private residential facility, that is operated for the care of children who have been adjudicated to be delinquent or in need of supervision, within the LEA geographic boundaries may receive additional Title I delinquent funding to provide for the education of these students. This is a separate pool of funds and a separate budget for delinquent programs is required on the Title I electronic internet application.

Local Neglected Program – LEAs that have a public or private residential facility, other than a foster home, that is operated for the care of children who have been committed to the facility or voluntarily placed in the facility under applicable state law due to abandonment, neglect or death of their parents or guardians, within their geographic boundaries may receive additional Title I funding to provide for the education of these students. These funds are itemized in the general budget on the Title I electronic internet application.

Migrant Education Program – Educational programs funded by Title I migrant funds. These federal funds are a separate funding stream and are provided by the State Title I office to LEAs with high percentages of migrant students.

Migrant Student - A migrant student is defined as a school-aged child whose parent or guardian has moved to a different school district within the last three years for the purpose of working in the agricultural industry on a seasonal or temporary basis.

No Child Left Behind (NCLB) – The 2001 reauthorization of ESEA is called No Child Left Behind. It replaced the Improving America's Schools Act (IASA) of 1994.

Parent Compact – Each Title I building must develop a compact in collaboration with parents. This compact must be distributed to all parents of Title I students. In a building with a schoolwide program, every parent should receive the compact.

Parent Involvement Policy – LEAs utilizing Title I funds must have a parent involvement policy. (See Parent Document in Appendix Section of this reference manual.)

Private School Title I Services – Accredited private (non-public) schools can choose to receive Title I services for eligible students. The public school district in which the private school is located provides the services. (See section on Targeting of Funds in this reference manual for the formula to use to determine funds for private school Title I programming.)

Project - The set of activities and services described in the Title I Plan, that have been designed to help disadvantaged children residing in eligible attendance areas meet high standards.

Project Designs:

- **Extended Day project** provides supplemental instructional services to participating children before or after the regular school day.
- **Extended Year and/or Summer school project** provides supplemental instructional services to participating children before or after the regular school year.
- **In-class project** provides supplemental instructional services to participating children within the classroom setting.
- **Pull-out project** provides supplemental instructional services in a setting different from the regular classroom.
- **Schoolwide program** may be implemented after a year of planning is complete in a school where at least **40 percent** of the children are from low-income families. Schoolwide programs are designed to improve the instructional program for the entire school. Contact SEA Title I office for more information.

School – an attendance center within a local education agency.

Title I Schools in Need of Assistance (SINA) – Each year LEAs provide information about the progress of students in all schools. Title I school buildings that do not make adequate yearly progress are designated as schools in need of assistance. The 2001 re-authorization of Title I requires schools with this identification to notify their public of this identification and, if the district has multiple buildings at the identified grade level, the district must provide transportation for students who wish to transfer to another building in the district. Additional details about transportation requirements are available through the State Title I office.

DEFINITION OF TERMS (continued)

Supplement vs. Supplant – The local education agency has a responsibility to provide instructional services to all students. Title I funds are designed to supplement not supplant those services. Ask the question, “In the absence of Title I, what educational opportunities would this child receive?” Title I services should be in addition to those local services. Unduplicated Student Count - each student should be counted only once even if that student receives Title I service in more than one subject area. For example, Tommy receives Title I reading and Title I math services. When computing the unduplicated student count, Tommy can only be counted as one child.

ELIGIBLE SCHOOL ATTENDANCE AREAS

Attendance Area - The geographical area or areas in which children attending a specific public school reside.

Schoolwide - Schoolwide programs allow buildings with a poverty level of 40 percent or more to combine funds to upgrade a school’s overall educational program. This increased flexibility eliminates the requirement that specific children be identified for Title I instruction. It allows schools to combine local, state and select federal funds to implement a program helping all children meet academic standards.

Targeted Assistance School - A Title I school whose low-income percentage is at or above the district average, but not participating as a schoolwide program.

Local Education Agency (LEA) - A term synonymous with the typical Iowa school district.

State Educational Agency (SEA) - The Iowa Department of Education.

DEFINING SCIENTIFIC RESEARCH

Following is the definition of “scientifically based research” as it appears in the *No Child Left Behind Act of 2001*.

“The term ‘scientifically based research’ (A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and (B) includes research that:

- Employs systematic, empirical methods that draw on observation or experiment;
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication, or at a minimum, offer the opportunity to build systematically on their findings; and
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous objective, and scientific review.”

All Title I reading programs must implement “scientifically based reading research” programs.

Definition of Web Buttons



*The **Go** button must be clicked to move from the current screen to the selected screen displayed in the dropdown menu.*



*The **Exit** button displays the menu, without updating the database. Changes since the last update are not saved.*



*The **Update** button saves the information entered and edits the data. After making a change, click the **Update** button. A message will verify whether the change was successful or an error has occurred.*



*The **Netscape Print** button is used for printing the form when using the Netscape browser. This button must be clicked before the print command is selected from the computer toolbar. When the form is in this mode, it is used only for printing a hard copy for your records. The information cannot be modified while in print mode. All other browser users may print a copy of the screen by selecting the print button on the computer toolbar.*



*The **Go to Detail** button moves the user to the screen where the budget may be completed. Any data entered will only be saved if the **Update** button has been clicked before moving to another screen.*



*The **Back to Summary** button moves the user from the Detail Screen back to the Title I General Budget Screen. Changes since the last update are not saved.*



*The **Certify** button serves as the signature process for electronic applications. Prior to review and approval by Title I staff, the LEA must certify each budget that has passed edits.*



*The **Undo Certify** button appears after the general budget or general carryover budget is certified by the user and allows the user to remove LEA certification and make revisions to the budget prior to Title I consultant approval. It is advisable to visit with the Title I office prior to using the **Undo Certify** option.*

Project Budget Completion

The Project Budget Completion button appears after the second and final payment on the Carryover Budget and after the third payment on the General Budget and any other budget has been generated. The user must click on this button to declare final expenditures with the Department and receive the final payment on the approved budget. You are reminded that this button should not be selected until the user is certain all project budget expenditures are final and accurately listed in the project budget being certified as complete.

Add Amendment

The Add Amendment button appears after the Title I budget has been approved by the SEA and allows the local district the option of revising general budget items during the project year.

Add New Area

The Add New Area button, on the Migrant Education Application, allows the user to enter the required city and county data for a Title I migrant education program.

Remove Current School

The Remove Current School button, on the Schoolwide Indication of Planning Screen, is used to remove a listed school building that is not in a year of planning prior to implementing a Title I schoolwide program.

Add

The Add button, on the Schoolwide Indication of Planning Screen, is to allow the user to select and list a school and required data elements to indicate the building's intent to participate in a year of planning prior to implementing a Title I schoolwide program.

Return to Edit

The Return to Edit button appears after clicking the Netscape Print button to print a paper copy of the current screen and will return the user to the original screen.

Return to Display

The Return to Display button appears after clicking the Netscape Print button to print a paper copy of the Payment Status Screen and will return the user to the original screen.

Print Summary

The Print Summary button appears on the Project Narrative screen to format and print the narratives.

Certify Assurances

The Certify Assurances button appears on the School Improvement Assurances SINA screen to allow the district superintendent or designee to certify that the information contained in the SINA application and action plan is correct.

TITLE I APPLICATION

Step – by - Step

- Step 1** Type the Iowa Department of Education's Internet address (www.edinfo.state.ia.us) and press enter.
- The Login Screen will be displayed.*
- Step 2** Click once in the User ID box. Enter the user ID assigned by the Iowa Department of Education and press the tab key. Enter the Title I password assigned by the Iowa Department of Education. Click once on the **Submit** button. **NOTE:** the user ID and password information is included in the Title I allocation letter sent to the district Superintendent and is not the same as for BEDS.
- The Menu Screen will be displayed.*
- Step 3** Scroll down and click once on the **Title I** button.
- Step 4** An Annual Application Certification Screen will appear the first time the user accesses the new Title I application. The Superintendent or Title I Coordinator must click the **Certify** button before the 2007-2008 Annual Application Screen will appear. This form replaces the signature page required in the past.
- The Annual Application Screen for your LEA will be displayed.*
- Step 5** Enter all requested information and click the **Update** button. If you receive the "Updated Successfully" message on the top of the screen, click on the dropdown menu and choose Selection of Schools from the menu and click the **Go** button.
- The Selection of Schools Screen for your LEA will be displayed.*
- Step 6** Choose the low-income criteria your LEA will use to determine low-income building percentage. Next, determine how you will report the low-income percentages for buildings by total low-income percentage or by grade span.
- ✓ **TIP: Click the Update button often to avoid losing data.**
- Next, determine the status for each of the LEA buildings listed and then complete all applicable columns. Schoolwide project buildings (Status = S) must have poverty above 40% and must have completed a year of planning and have been approved by the State Title I office. All other served buildings are considered targeted assistance (Status = T). A building not receiving Title I service should show status "N" for not served.
- An estimated total number of homeless children residing in your LEA have been automatically entered. For question #1, estimate the number of homeless children in the LEA in non-Title I funded schools. If the LEA has no such children, a "0" must be entered for question #1. Complete the remaining questions in the homeless section as applicable. **(This inquiry must be completed by LEAs with more than one like grade span school only if at least one of the schools is eligible and the other is not eligible.)**
- If the LEA has accredited private schools listed at the bottom of the screen, the number of eligible and served Title I students must be completed for those buildings receiving Title I service.
- When all information has been entered click the **Update** button. When you receive the "Updated Successfully" message on the top of the screen, click on the dropdown menu and choose Project Narratives from the menu and click the **Go** button.
- The Project Narratives Screen for your LEA will be displayed.*
- Step 7** Type the appropriate response for each narrative question.
- ✓ **TIP: Click "Update" often to avoid losing data.**

When all information is completed, click the **Update** button. When you receive the “Updated Successfully” message on the top of the screen, you may print a copy by clicking on the **Print Summary** button.

When you are ready to move to the next screen, click on the dropdown menu and choose Staff Assignments from the menu and click the **Go** button.

The Title I Project Staff Assignments Screen for your LEA will be displayed.

Step 8 Type in the required data for the first three tables.

When all information has been entered click the **Update** button. When you receive the “Updated Successfully” message on the top of the screen, click on the dropdown menu and choose General Budget from the menu and click the **Go** button.

The General Budget Screen for your LEA will be displayed.

Step 9 No data can be entered on the Title I Project Budget. This is a summary table that displays totals automatically transferred from the General Budget Detail Screen. To enter actual figures click the **Go to Detail** button and complete the displayed budget as if completing the supplementary budget page.

✓ **TIP: Click “Update” often to avoid losing data.**

If the LEA provides Title I service at a local neglected institution, the LEA must show the expenditures in the proper expenditure category on the General Budget Detail Screen. When all information has been entered click the **Update** button and then the **Back to Summary** button. After verifying the accuracy of the figures entered on the General Budget table, click the **Update** button. **When you receive the “Updated Successfully” message on the top of the screen, you must click the Certify button, next to “District Certified” before the Title I staff can proceed with processing your application. (NOTE: If you have not completed the Project Narrative Screen and the Neglected Narrative Screen, if applicable, you will not be allowed to certify your budget.)**

If your LEA has carryover funds available, click on the dropdown menu and choose General Carryover, then click the **Go** button. Complete the screen following the same procedures used for the General Budget Screen. If your LEA does not have available carryover funds or has successfully completed the Carryover Budget Screen, use the dropdown menu to make the next selection.

If Steps 10-15 does not apply to your LEA, skip to Step 16.

- (Step 10)** If the LEA has 1,000 or more students or provides Title I service at a private school, click on the dropdown menu, choose Within District Targeting of Funds and click the **Go** button. Verify the pre-populated data automatically entered from the Selection of Schools screen and complete the Per Poverty Child Amount column with the district-calculated per-poverty allocation. Once the **Update** button is clicked, the attendance area allocation will automatically be calculated.
- (Step 11)** If the LEA provides Title I service at a private school, click on the dropdown menu, choose Statement of Agreement and click the **Go** button. Use the dropdown options at the end of each statement to provide the required information for each private school. Be sure to enter the date the private school was contacted regarding Title I service. Be sure to click the **Update** button on the screens before proceeding to a new screen.
- (Step 12)** If the LEA provides a Title I funded migrant education program, the LEA must complete the Migrant Education Application, Migrant Education Budget, and the Migrant Narrative Screens. Be sure to click the **Update** button on both screens before proceeding to the next screen.
- (Step 13)** If the LEA provides Title I service at a local delinquent institution, the LEA must complete the Delinquent Application, Delinquent Budget, and the Delinquent Narrative Screens. Be sure to click the **Update** button on both screens before proceeding to the next screen.
- (Step 14)** If the LEA has Title I buildings that intend to participate in a year of planning to operate as a schoolwide program, the Schoolwide Indication of Planning Screen must be added to your application by the Title I

office and completed by your LEA. Use the dropdown menu on this screen to identify and complete required information for all buildings that are in the planning process; then click the **Update** button.

(Step15) If the LEA has any Title I schoolwide programs, the LEA will need to complete the Schoolwide Operating Programs Screen. Be sure to click the **Update** button on the screen before proceeding to the next screen.

(Step 16) If the LEA has one or more schools that have been identified as a school in need of assistance (SINA), the LEA must complete the SINA application and develop a two-year action plan. Be sure to click the **Update** button on the screen before proceeding to the next screen.

Step17 The Payment Status Screen may be selected from the dropdown menu and the **Go** button clicked to allow the user to check Title I allocation and total project budget figures.

You may exit the application process at any time by clicking on the **Exit** button that appears at the top of each screen and then clicking on exit at the bottom of the Login Screen menu. Always be sure to click the **Update** button to save any changes before you exit.

If you wish to have a paper copy of the Title I application, you may print each page as you complete it by simply selecting the print command on your computer. Netscape browser users, however, must click on the **Netscape Print** button on the screen before selecting the print command.

Title I Internet Application FAQs

Q. *How do I access the Title I Internet application for my LEA?*

- A. The web address for the Title I Internet application is www.edinfo.state.ia.us. The user ID is the district number. The district password assigned by the Iowa Department of Education is specific to Title I and is sent to the district Superintendent's office with the Title I allocation. The password used to access BEDS information will not give access to Title I.

Q. *Where is the Certify button?*

- A. The **Certify** button serves as the signature process for electronic applications. The **Certify** button is located on the top of the budget table on the appropriate budget screen next to "District Certified." The LEA must certify each budget that has passed application edits prior to review and application approval by the Title I staff. The Title I Project Narratives and Staff Assignments Screens must be completed before you will be able to certify any budget.

Q. *How do I submit the application?*

- A. To submit application data for review and approval by Title I staff, complete each screen applicable to your LEA (at minimum, five screens must be completed), click **Update** to save data on each screen, review and correct as necessary any edit checks and click **Certify** on each budget. Once the budget is certified, the current date will be entered on the budget screen. This date signifies to the State Title I office that the LEA has completed the budget and is submitting it for approval.

Q. *How do I know my application was received by the State Title I office?*

- A. The Title I office automatically receives a message when a budget is certified. Once your budget is approved by a Title I consultant and the Title I Administrative Consultant, dates will appear in the appropriate spaces on the budget screen. The Payment Status screen will give the approved amount once the SEA has approved the budget.

Q. *How do I submit the final report?*

- A. The submission of the final report is an electronic process to signify that all approved expenditures on the Title I project budget have been made. Following receipt of the last automatically scheduled payment, a **Project Budget Completion** button will appear at the top of the budget table on the appropriate budget screen, next to "District Certified as Final." This button is used to certify the project for final payment. When the **Project Budget Completion** button is clicked a pop-up screen will appear to remind the user that the approved budget should be compared to actual expenditures and the expenditures within each category must not exceed the approved amount by more than 10 percent. If the approved project budget does not accurately reflect actual expenditures, an electronic amendment process must be completed prior to the project budget completion final certification. When the approved budget accurately reflects actual expenditures, click the **Project Budget Completion** button and the current date will be entered signifying the budget is district certified as final. This process replaces submitting a paper final financial report to close a project. The LEA should follow this final certification process for all approved Title I projects. All Title I budgets should have the final certification process complete no later than June 30 of each year.

Q. *How do I amend my Title I budget?*

- A. To amend a Title I project budget, click the **Add Amendment** button that appears toward the top of the appropriate budget screen. Enter the figures on the detail screen to reflect the new budget, but do not change any figure from the original budget that is to remain the same. The amended budget should reflect the total expenses to be reimbursed by Title I. Do not enter any figure into a "total" box. Click **Update** to save the new budget. Click **Back to Summary** and review the amended budget. When the amended budget is accurate, click **Certify** to submit the amendment for approval by Title I staff. Refer to the step-by-step instructions on the amendment process for additional guidance.

Q. *How do I complete the screen to show the within district targeting of funds?*

- A. If the LEA has 1,000 or more students or provides Title I service at a private school, click on the dropdown menu; choose Within District Targeting of Funds and click **GO**. Verify the pre-populated data automatically entered from the Selection of Schools Screen and complete the Per Poverty Child Amount column with the district-calculated per-poverty allocation. Once the **Update** button is clicked, the attendance area allocation will automatically be calculated.

TOP 10 TITLE I TIPS

In the Application Process:

- ◆ Never enter data in "Total" space on Detail Budget.
- ◆ Be sure to complete all narratives (including migrant or local neglected/delinquent as applicable) in order to be able to certify the budget and receive funding.
- ◆ Don't forget to certify each budget by clicking the **Certify** button appearing on the budget table.
- ◆ Don't forget to add private school students into appropriate public attendance center on Selection of Schools screen.
- ◆ Enter grades SERVED for targeted assistance and schoolwide buildings on Selection of Schools screen.
- ◆ Complete the staff and paraprofessional data on Staff Assignments screen.
- ◆ Complete Schoolwide Indication of Planning screen if in planning year for schoolwide program.
- ◆ Complete Schoolwide Operating Programs screen if Title I service is provided in schoolwide program buildings within the district and follow proper procedure for submission of Schoolwide Plans.
- ◆ Show areas of service and complete narratives for migrant education program.
- ◆ Remember that you must amend previous year general budget before funds approved, but unused, are available for carryover.

In the Final Certification Process:

- ◆ Remember that once the budget is certified as final, no changes can be made without an amendment process.
- ◆ Do not certify as final before all expenditures are complete, even if expenses run over into another fiscal year.
- ◆ Be aware that you may certify as final if the only expenditures left to pay are fixed (e.g. salaries or benefits).
- ◆ Compare actual expenditures to approved budget to ensure accuracy before certifying final expenditures.
- ◆ Amend budget to correct discrepancies BEFORE clicking the **Project Budget Completion** button.
- ◆ Remember you must amend before funds approved, but unused, are available as carryover for the following school year.
- ◆ Remember that certifying the project as final can only be done electronically by accessing the appropriate Title I budget.
- ◆ Certify the project as final by clicking on the **Project Budget Completion** button that appears at the top of the budget table.
- ◆ Remember that each budget must be certified as final separately.
- ◆ If a budget is amended at the end of the project, the district must wait for SEA approval before certifying the project as final.

In the Amendment Process:

- ◆ Anticipate changes in the project budget that would necessitate an amendment.
- ◆ Amend as necessary but try to limit multiple amendments to the same project.
- ◆ Remember that the paper amendment process is now extinct; any amendment must be done electronically by the district.
- ◆ Always have a paper copy of the approved budget for your files.
- ◆ Access an amendment by clicking the **Add Amendment** button at the top of the appropriate budget screen.
- ◆ The figures that remain the same as they appeared on the original budget must also be part of the amended budget to reflect all costs to be approved and paid from a particular budget.
- ◆ You must click the **Update** button to save the amendment.
- ◆ Don't forget to certify the amended budget by clicking the **Certify** button now appearing on the budget summary table.
- ◆ If a budget is amended at the end of the project, the district must wait for SEA approval before certifying the project as final.
- ◆ Remember you must amend before funds approved, but unused, are available as carryover for the following school year.

- ✔ **ONCE A TITLE I PROJECT HAS BEEN CLOSED WITH THE PROJECT BUDGET COMPLETION BUTTON, A LEA WILL ONLY BE ALLOWED TO AMEND THAT PROJECT THROUGH JANUARY 31 OF THE NEXT YEAR.**

INSTRUCTIONS FOR PREPARATION OF A TITLE I ANNUAL APPLICATION

Title I Part A of the Elementary and Secondary Education Act of 1965 (ESEA) provides local education agencies (LEAs or school districts) with extra resources to help improve instruction in high poverty schools and ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and to reach, at a minimum, proficiency on challenging academic standards. The *No Child Left Behind Act of 2001 (NCLB)* Public Law 107-110, Improving the Academic Achievement of the Disadvantaged is the governing legislation for Title I programs.

PLEASE SUBMIT THE TITLE I APPLICATION VIA THE TITLE I ELECTRONIC INTERNET APPLICATION. USE THE INFORMATION WITHIN THIS DOCUMENT FOR STEP-BY-STEP INSTRUCTIONS AND REFER TO THE FOLLOWING FOR SPECIFIC APPLICATION AND PROGRAM GUIDANCE.

THE USER IS REMINDED THAT ALL REQUIRED INFORMATION MUST BE ACCURATELY COMPLETED AND APPROVED BY STATE TITLE I STAFF BEFORE FUNDS CAN BE RELEASED TO THE LEA. A COMPLETE APPLICATION CONSISTS OF EACH APPLICABLE SCREEN AS OUTLINED IN THE FOLLOWING PAGES. APPLICATION ACCURACY MEANS TIMELY APPROVAL.

TITLE I INTERNET APPLICATION MENU SCREEN

.....
:This screen found at www.edinfo.state.ia.us:
.....



Iowa Department of Education



APPLICATION MENU		
Login: 0000 User: T1 Coordinator		
APPLICATION	STATUS	DUE DATE
<input type="button" value="Title I"/>	Available	9/15/2008
<input type="button" value="Exit"/>		

To access this screen, the user must type in the address given above and enter the district Title I login and password as designated in the allocation notification letter to the district Superintendent's office. **NOTE:** The BEDS password will not give access to the Title I electronic Internet application. The user should click on the **Title I** button to access the Title I application screens. The due date for submission of the Title I electronic Internet application is September 15, 2008.

The user may exit the application process at any time by clicking on the **Exit** button that appears at the top of each screen and then clicking on exit at the bottom of the Application Login screen menu (as shown above).

✓ **TIP:** Always be sure to click the **Update** button to save any changes before you exit.

By clicking the "CERTIFY" Button I, as Superintendent or Title I Coordinator, certify that the data that will be reported on the Title I Internet Application is, to the best of my knowledge and belief, true and accurate.

To access the Title I Internet Application the district must click the "CERTIFY" button.

CERTIFY

Return to Application Menu

Before working on the 2008-2009 Title I electronic Internet application, the user will need to certify via the Internet that the data to be submitted will be to the best of the user's knowledge true and accurate. This form will replace the signature page required in the past. After the **Certify** button has been clicked, the Annual Application screen for the 2008-2009 application will appear.

ANNUAL APPLICATION SCREEN

NOTE: The Annual Application screen must be completed in order to receive Title I funding.

Fiscal Year: 2008-2009 <input type="button" value="Go"/>	Form: Annual Application <input type="button" value="Go"/> <input type="button" value="Exit"/>
Enter District Number; or, Full or Partial Name <input type="text"/> <input type="button" value="Go"/>	District: 0000 Name: Your Comm School District

2008-2009 Annual Application

You must click UPDATE to save changes... the Netscape Print, GO, and EXIT buttons do NOT save changes!

The user will need to decide if they want to work with or view the 2007-2008 or the 2008-2009 Title I electronic Internet application. The year must be selected by using the dropdown menu in the upper left-hand corner on the Annual Application screen.

✓ **TIP: When working with the Title I electronic application, DO NOT use the "Back" button on your browser. You must click UPDATE to save changes...the Netscape Print and GO buttons do NOT save changes!**

Fiscal Year: 2008-2009 <input type="button" value="Go"/>	Form: Annual Application <input type="button" value="Go"/> <input type="button" value="Exit"/>
Enter District Number; or, Full or Partial Name <input type="text"/> <input type="button" value="Go"/>	District: 0000 Name: Your Comm School District

TITLE I

2008-2009 Annual Application

No Child Left Behind Act of 2001(P.L. 107-110)

Improving the Academic Achievement of the Disadvantaged

ALL REQUIRED SCREENS MUST BE COMPLETED BEFORE THE TITLE 1 OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.

2 <input type="button" value="Update"/> <input type="button" value="Netscape Print"/>

You must click UPDATE to save changes... the Netscape Print, GO, and EXIT buttons do NOT save changes!

The Annual Application screen is the first screen to be completed by a LEA applying for Title I funds for the coming school year. The information at the top of the screen should indicate the district completing this application. As indicated by #1 above, a dropdown menu appears on each screen. To display a different screen, click on the dropdown arrow, click on the desired new screen and click the **GO** button.

When working with the electronic Title I application, remember to always click the **Update** button (#2 above) to enter or save information before continuing to another screen.

✓ **TIP: DO NOT USE THE ENTER BUTTON ON YOUR COMPUTER KEYBOARD.**

If all required information is entered correctly, an "Updated Successfully" message will be displayed when the **Update** button is clicked.

The user may exit the application process at any time by clicking on the **Exit** button (see #3 above) that appears at the top of each screen and then clicking on exit at the bottom of the Application Login screen menu. Always be sure to click the **Update** button to save any changes before you exit.

Name and Address of Authorized Agency	Your Comm School District Mailing Address City, State, Zip
<div style="text-align: center;">4</div> <div style="text-align: center;"> Name, Title and Mailing Address of Contact Person </div>	<div style="text-align: center;"> Name: <input type="text"/> Title: <input type="text" value="Title I Coordinator"/> Address1: <input type="text"/> Address2: <input type="text"/> City: <input type="text"/> State: <input type="text" value="IA"/> Zip: <input type="text"/> - <input type="text"/> FAX: <input type="text"/> - <input type="text"/> - <input type="text"/> Telephone: <input type="text"/> - <input type="text"/> - <input type="text"/> Extension: <input type="text"/> Email: <input type="text" value="yourname@ispservice.com"/> <small>Email Address Examples: yourname@ispservice.com your.longname@long.isp.service.com</small> </div>

As indicated in #4 above, the Title I coordinator contact information should be typed in the available areas. The contact person is the individual who will be contacted about information given in this application. Please enter his/her name, mailing address, office telephone number, agency FAX number, and contact person's e-mail address. Either the LEA superintendent or the Title I coordinator must certify the Title I application as the first step of the application process.

Title I Funded Services						
Please indicate the grade levels that are receiving Title I services as a result of this application.						
5	Reading Recovery	Pull Out	In Class	Combo: Pull Out/In Class	Extended Day	Title I Summer School
Reading/LanguageArts	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Math	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Each year, each building must analyze its own student achievement data and make appropriate decisions about Title I services. Title I services should be based upon current conditions and need, rather than past traditions. Within the boundaries of Title I legislation, determine the areas of service to be offered and what grade levels are to be served. This section is for reporting the type of Title I services delivered in your school district.

As indicated in #5 above, please indicate what grade levels for each area are receiving Title I services as a result of this application. If the LEA has a trained Reading Recovery teacher working with first graders in Title I, place a **1** in that column. Indicate all other types of Title I programs by entering the **grade levels** of students served in reading and/or mathematics. If Title I services are available in other subject areas as approved by the State Title I Office, again enter the grade levels of students served under the type of program. For example, if your LEA has pull-out reading instruction in the primary grades and in-class math instruction for 4th and 5th graders, enter **1-3** opposite "Rdg/LA" (Reading/Language Arts) in the "Pull-Out" column and **4-5** opposite "Math" in the "In-Class" column.

✓ **TIP: DO NOT include numbers of students served.**

Pre-School 6

Please indicate what the estimated ages and number of students served are for pre-schoolers receiving Title I services as a result of this application.

Age Served	Number of Students Served
2 Years	<input type="text"/>
3 Years	<input type="text"/>
4 Years	<input type="text"/>
5 Years	<input type="text"/>

Local education agencies may choose to use all or a portion of their local Title I funds for a Title I preschool program. No additional funds are provided for this purpose. A Title I preschool may operate in conjunction with an early childhood special education preschool program, a district-operated preschool, a private pay preschool, or a combination of those programs. Iowa Quality Preschool Program Standards (IQPPS) are recommended for all Iowa preschool programs. For IQPPS information contact Dee Gethmann at (515) 281-5502, dee.gethmann@iowa.gov or Laurabelle Sherman-Proehl at (515) 242-6018, laurabelle.sherman-proehl@iowa.gov.

As indicated in #6 above, if your LEA has a Title I preschool program, please indicate the number of children served at each age level for a preschool program receiving Title I services as a result of this application.

SELECTION OF SCHOOLS SCREEN

NOTE: The Selection of Schools screen must be completed in order to receive Title I funding.

Fiscal Year: 2008-2009 <input type="button" value="Go"/>	For: Selection of Schools <input type="button" value="Go"/> <input type="button" value="Exit"/>
Enter District Number; or, Full or Partial Name <input type="text"/> <input type="button" value="Go"/>	District: 0000 Name: Your Comm School District

TITLE I

2008-2009 Selection of Schools

ALL REQUIRED SCREENS MUST BE COMPLETED BEFORE THE TITLE 1 OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.

You must click UPDATE to save changes. . . the Netscape Print, GO, and EXIT buttons do NOT save changes!

When completing this screen, "Low-Income Criteria," "Resident Children," and "Rank Order" must all be completed. The most common data used for these categories is "Free and Reduced School Lunch," "Attendance Area," and "Low-Income Percentage." **NOTE:** Data used in this section may be from any month during the previous school calendar year, but must be consistent across the school district.

A LEA must rank all of its school attendance areas (the geographic area from which the school district draws its children) according to their percent of poverty. A LEA must use the same measure of poverty for identifying eligible school attendance area; determining the ranking of each area; and determining the allocation for each area.

✓ **TIP: Click Update often to avoid losing data.**

LOW-INCOME CRITERIA

LOW-INCOME CRITERIA used to identify and rank eligible attendance areas and determine building allocations:

Select one:

☒

Free and Reduced School Lunch

☐

Free Lunch Only

☐

Other (describe):

Select the source or sources of data that the agency uses to determine the number of low-income families. A LEA must select a poverty measure from the following options: children ages 5-17 in poverty as counted in the most recent census data; children eligible for free and reduced-price lunches; children in families receiving assistance under the State Temporary Assistance for Needy Families (TANF); children eligible to receive medical assistance under the Medicaid program; or a composite of any of the above measures. Each LEA must choose a single data source or combination of data sources as its school attendance area selection criterion. Documentation of data secured should be made part of the applicant agency's Title I record, but need not be submitted to the State Title I office. However, the LEA should keep this information on file for possible inspection by auditors and the SEA staff. The most commonly used source of low-income data is the school district free and reduced price school lunch count.

RESIDENT CHILDREN

Resident Children:

☒

Attendance Area

☐

Enrolled

Please select either "Attendance Area" or "Enrolled" to indicate which most accurately reflects the data shown in the attendance table for "Resident Children by Attendance Area" and "Resident Children from Low-Income Families." If school attendance centers within a school district have no official boundaries, the LEA may determine school attendance center low-income percentages using enrollment figures.

RANK ORDER OF ATTENDANCE AREAS

Rank Order:

☒

Low Income Percentage

☐

Grades Span and Percentage

Please indicate whether the LEA is using low-income percentage or grade span and percentage to rank order attendance centers. Based on the choice selected, the attendance centers will be automatically sorted once all data is entered below and user clicks the Update button. The most commonly used method is rank order by low-income percentage.

ATTENDANCE CENTER INFORMATION

NOTE: Data used in this section may be from any month during the previous school calendar year, but must be consistent across the district.

✓ **TIP:** Click Update often to avoid losing data.

The attendance center table should display all of the public attendance centers within the LEA. **NOTE: If a building is listed that has been closed within your school district or there is a new building in your LEA since the last school year that is not listed**, please contact the Title I office for assistance in correcting the listing of attendance centers for your district. LEAs will need to complete the table for each attendance center including the status (select S, T or N), number of resident children, and number of resident children from low-income families. Schoolwide project buildings (Status = S) must have poverty above 40% and must have completed a year of planning and have been approved by the State Title I office. All other served buildings are considered targeted assistance (Status = T). A building not receiving Title I service should show status "N" for not served. Each building must have data for each public and private column. If a building is identified as providing targeted assistance service (Status = T), the number of students identified as eligible and the number served must be completed. For a schoolwide building (Status = S) do not complete eligible and served columns. The last column showing the grade levels served by Title I must be completed for all served buildings whether status is S or T.

✓ **TIP:** The grade levels entered as served should agree with the grade levels entered for Title I funded services on the Annual Application screen.

NOTE: ALL COLUMNS MUST BE COMPLETED BEFORE APPLICATION CAN BE APPROVED!

RANK ORDER OF ATTENDANCE AREAS				Resident children in Attendance Area (Include public and private school children)							Unduplicated Student Counts(public only) For Targeted Assistance Schools		Grade Levels Served BY TITLE I
List will be reordered after update				All Resident Children by Attendance Area			Resident Children from Low-income Families						
Blg No.	Name of Attendance Center	Grade Levels Housed	Status(*)	Public	Private	Total	Public	Private	Total	Percent	Eligible	Served	Schools
409	Elementary School	K-05	T	165	22	187	75	4	79	42.2	49	49	1-3
427	Preschool	PK-PK	N	22		22	7		7	31.8	0	0	
172	Middle School	06-08	T	279	19	298	62	4	66	22.1	26	26	6
109	High School	09-12	N	234	14	248	49	2	51	20.6	0	0	
418	Elementary School	K-05	N	150	10	160	37	3	40	25.0	0	0	
TOTALS				850	65	915	230	13	243		75	75	
*Status Code: S = Schoolwide Project T=Targeted Assistance School N = Not Served Districtwide Percentage										26.6			

The information in all columns for **ALL** buildings in the LEA must be completed before application can be approved, even if Title I funds are not used in all buildings. **Exception:** “Eligible” and “Served” columns for schoolwide buildings.

Column 1 – Building Number (Blg. No.)

The building numbers for each attendance center in the LEA are automatically entered on the Selection of Schools screen. These numbers should match with information printed in the Iowa Educational Directory. The exception would be if a building has opened or closed in the LEA. If a building is listed that has been closed within your school district or there is a new building in your LEA since the last school year that is not listed, please contact the Title I office for assistance in correcting the listing of attendance centers for your district.

Column 2 - Name of Attendance Center

All public school attendance centers are listed automatically for the LEA. After selecting the rank order criterion being used, the attendance centers will be automatically sorted in rank order from highest to lowest according to low-income percentages. **NOTE:** If a building is listed that has been closed within your school district or there is a new building in your LEA since the last school year that is not listed, please contact the Title I office for assistance in correcting the listing of attendance centers for your district.

Column 3 - Grade Levels Housed

The grades housed in each center within the LEA will automatically be entered for each attendance center.

Column 4 - Status (*)

The default for this column is “N.” Please select the code that indicates whether an attendance center is (S) Schoolwide Program, (T) Targeted Assistance School, or (N) Not Served. (Refer to section on Definitions.)

NOTE: Schoolwide programs require at least 40 percent low-income and a year of planning prior to implementation. A Schoolwide Program school is not required to specifically identify eligible students, but must address the needs of low-achieving children and those most at risk of not meeting the State’s student academic achievement standards. A Targeted Assistance School is a program that targets services on specific, identified children. A student is eligible for services if he/she is failing, or most at risk of failing, to meet the State’s challenging student academic standards.

In selecting participating areas and schools, a LEA may 1) designate as eligible any school attendance area or school in which at least 35 percent of the children are from low-income families—i.e., the “35 percent rule”; 2)

use Part A funds in a school that does not serve an eligible school attendance area if the percentage of children from low-income families enrolled in the school is equal to or greater than the percentage of such children in a participating school attendance area of the LEA; 3) elect not to serve an eligible school attendance area or school that has a higher percentage of children from low-income families (than a school that is served) if a) the school meets the Title I comparability requirements; b) the school is receiving supplemental funds from other State or local sources that are spent according to the requirements of Section 1114 or 1115 of NCLB; and c) the funds expended from such other sources equal or exceed the amount that would be provided under Title I, Part A; and 4) for one additional year only, designate and serve a school attendance area or school that is no longer eligible but was eligible and served in the preceding year.

Column 5 - Public - All Resident Children by Attendance Area

Enter, by attendance center, the number of children residing therein. This would include all resident children enrolled in other public schools, children housed in institutions in the LEA, children that are home-schooled, and dropouts. The column will automatically calculate the total number of resident public school children in the LEA.

NOTE: Do not include children open enrolled to another LEA; do include children open enrolled into your LEA.

GRADESHARING DISTRICTS need to enter the combined resident count for grade levels housed within district.

NOTE: Where applicable include special education children (i.e. special education students the LEA sends to programs in other LEAs, local neglected and delinquent children, children that are home-schooled, and dropouts that could be enrolled in the grade levels housed from both the LEA filing the application and LEAs entered in the whole-grade sharing agreement.

Column 6 - Private - All Resident Children by Attendance Area

Enter the number of children attending private schools that reside within each public school attendance center boundary. The column will automatically calculate the total number of resident private school children. **NOTE:** Accredited private schools within the LEA appear at the bottom of this screen. If there are private schools within your LEA, you must reflect the appropriate numbers in this column.

Title I continues the requirement that a LEA provide equitable services to eligible children enrolled in private schools. Section 1113[c] of Title I requires a LEA to allocate funds to a participating school attendance area or school on the basis of the total number of children from low-income families, including low-income children attending private schools. Thus, the LEA, in consultation with private school officials, must obtain the best available poverty data on private school children who reside in participating attendance areas. Because private school officials may have access to some sources of poverty information not easily accessible to public school officials, it is very important that public and private school officials cooperate in this effort. A LEA may count private school children from low-income families every year or every two years.

In collecting poverty data on private school children, the Title I statute gives a LEA flexibility to calculate the number of children who are from low-income families and attend private school. To obtain a count of private school children, a LEA may use:

1. The same poverty data it uses to count public school children.
2. Comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families' identity. The LEA may extrapolate data from the survey based on a representative sample if complete actual data are not available.
3. Comparable data from a different source, such as scholarship applications so long as the income level for both sources is generally the same.
4. Proportional data based on the poverty percentage of each public school attendance area applied to the total number of private school children who reside in that area.
5. An equated measure of low income correlated with a measure of low income used to count public school children.

For further guidance in determining low-income private school children, see Title I Questions and Answers, Allocation of Title I Funds to School Attendance Areas and Schools section of this reference manual.

Column 7 - Total - All Resident Children by Attendance Area

Columns 5 and 6 will be automatically calculated to reflect the total number of resident children by attendance center. Column 7 will automatically calculate to reflect the total number of resident children in the LEA.

Column 8 - Public - Resident children from Low-income Families

Enter, by attendance center area, the number of children from Column 5 that are from low-income families. The column will automatically calculate the total number of resident public school children from low-income families within the LEA.

Column 9 - Private - Resident Children from Low-income Families

Enter, by attendance center area, the number of children from Column 6 that are from low-income families. The column will automatically calculate the total number of resident private school children from low-income families. **NOTE:** Accredited private schools within the LEA appear at the bottom of this screen. If there are private schools within your LEA, you must reflect the appropriate numbers in this column.

Column 10 - Total - Resident Children from Low-income Families

Columns 8 and 9 will be automatically calculated to reflect the total number of children that are from low-income families by attendance center area. Column 10 will automatically calculate to reflect the total number of public and private school students that are from low-income families.

Column 11 - Percent - 10/7

The low-income percentage for each attendance center area will be automatically computed to reflect the percent of low-income in Column 11 to the nearest tenth of a percent (e.g. 29.6). The box at the bottom of Column 11 will automatically enter the districtwide average low-income percentage by dividing the total of Column 10 by the total of Column 7. Those schools above the districtwide average are eligible to receive Title I funds. (Refer to section on Within District Targeting of Title I funds.)

✓ **TIP: Attendance centers with 75% or above poverty rate are mandatory centers, including middle and high schools, and must be served by Title I.**

Only after a LEA has served all of its areas with a poverty rate above 75 percent may the LEA serve lower-ranked areas. The LEA has the option to (1) continue on with the district-wide ranking or (2) rank remaining areas by grade span groupings.

- The same district-wide poverty average must be used if the LEA selects option (1).
- For ranking by grade span groupings, the LEA may use (1) the district-wide poverty average or (2) the district-wide grade span poverty averages for the relevant grade span grouping.
- If a LEA has no school attendance areas above 75 percent poverty, the LEA may rank district-wide or by grade span groupings.
- A LEA's organization of its schools defines its grade span groupings. For example, if a LEA has elementary schools serving all elementary grades, middle schools, and high schools, the grade span groupings would be grades K-5, 6-8, and 9-12. To the extent a LEA has schools that overlap grade spans (e.g., K-8), the LEA should include a school in the grade span in which it is most appropriate.

NOTE: A LEA with an enrollment of less than 1,000 students or with only one school per grade span is not required to rank its school attendance areas.

Column 12 - Eligible - Unduplicated Student Counts (public only) for Targeted Assistance Schools

A student who is failing or most at risk of failing to meet locally determined educational standards is a student eligible for Title I services. Each LEA must develop a process for determining student eligibility. These determinations may be based upon teacher recommendation with documentation, parental input and developmentally appropriate measures for kindergarten through grade 2. For grades 3 and above, use educationally objective criteria to determine eligible students. Using school district Title I selection criteria, enter the unduplicated number of public school students at each (T) Targeted Assistance School who are eligible for the Title I service being offered at that school. **This column must be completed in order for the application to be approved.**

Column 13 - Served - Unduplicated Student Counts (public only) for Targeted Assistance Schools

Using the information in Column 12 enter the unduplicated number of public school students to be served at each (T) Targeted Assistance School. The number in Column 13 cannot be greater than the number in Column 12. **This column must be completed in order for the application to be approved.**

Column 14 - Grade Levels Served by Title I

Enter the grade levels at which students are receiving Title I service in each served building. For example, if Title I instruction is available in reading to students in primary grades only, enter "1-3" in column 14 opposite the name of that school.

✓ **TIP: Grade levels served by Title I must match data entered on Annual Application screen.**

NUMBER OF ELIGIBLE HOMELESS CHILDREN IN NON-ELIGIBLE ATTENDANCE AREAS

SCHOOL DISTRICTS WITH MORE THAN ONE LIKE GRADE SPAN SCHOOL MUST COMPLETE THIS INQUIRY ONLY IF AT LEAST ONE OF THE SCHOOLS IS ELIGIBLE AND THE OTHER IS NOT ELIGIBLE.

Children and youth in homeless situations are automatically eligible for Title I services whether or not they live in a Title I school attendance area or meet the academic standards required of other children for eligibility. Homeless children may receive Title I educational or support services from schoolwide and targeted assistance school programs. The LEA must provide comparable services to a homeless student who does not attend a Title I school.

LEAs may provide support services to children in shelters and other locations where homeless children live. Services should be provided to assist homeless students to take advantage of educational opportunities.

Currently, Section 281-33.3 (256) of the Iowa Code requires school districts to “Locate and identify homeless children or youth of school age who are found within the district...”. In the Iowa code a “homeless child or youth of school age” is defined as “a child or youth between the ages of 5 and 21 who lacks a fixed, regular, and adequate nighttime residence and includes a child or youth who is living on the street, in a car, tent, or abandoned building or some other form of shelter not designed as a permanent home; who is living in a community shelter facility; or who is living with non-nuclear family members or with friends, who may or may not have legal guardianship over the child or youth of school age.”

Under the McKinney-Vento Homeless Assistance Act, each homeless child or youth to be assisted shall be provided services offered to other students in the school including transportation services; educational services for which the child or youth meets the eligibility criteria, such as services provided under Title I of ESEA or similar State or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency; programs in vocational and technical education; programs for gifted and talented students; and school nutrition programs.

1. Estimate the number of homeless children currently residing (enrolled and non-enrolled) in non-Title I funded schools , shelters, and other locations where children may live (report only homeless children that would be either the same age or in the same grade span as children served in Title I schools) .	
2. If applicable , list the amount of Title I funds that will be set aside to ensure equitable service to Title I eligible homeless children residing (enrolled or non-enrolled) in non-Title I funded schools, shelters, and other locations where children may live.	
3. If applicable , please provide a description of the Title I services that will be provided to Title I eligible homeless children residing (enrolled or non-enrolled) in non-Title I funded schools, shelters, and other locations where children may live.	

- ◆ For question #1, estimate the number of homeless children in the LEA in non-Title I funded schools, shelters and other locations where children may live. Report only homeless children that would be either the same age or in the same grade span as children served in Title I schools. **If the LEA has no such children, a “0” must be entered.**
- ◆ If children are reported in question #1, then for question #2 list the dollar amount of Title I funds that will be set aside to ensure equitable service to Title I eligible homeless children residing (enrolled or non-enrolled) in non-Title I funded schools, shelters and other locations where children may live. **At minimum, a “0” must be entered.**

✓ **TIP: Click update often to avoid losing data.**

A LEA must reserve Title I funds to make sure that homeless students receive Title I services regardless of their school of enrollment. LEAS can develop formulas for reserving the appropriate amount of Title I funding for homeless students as required Section 1113 (c) (3). However, Title I funds can not be used to support the costs of transporting homeless students to or from their school of origin; this is an LEA responsibility and cannot be supplanted.

A LEA has the discretion to use reserved funds to provide a homeless student with services that are not ordinarily provided to other Title I students and that are not available from other sources.

Many LEAs pool Title I and McKinney-Vento funds to support extended-day and summer activities, or to provide school supplies, tutoring or other resources such as providing a student with an item of clothing to meet a school's dress or uniform requirement.

Other LEAS use local counts (one-month averages and one-day counts) of homeless students multiplied by Title I per-pupil allocation to compute set-aside amounts.

Several States provide formulas that require all LEAS to use Title I set-asides based on shelter counts. LEAS can adjust the amounts based on local data and needs assessments.

- ◆ If children are reported in question #1, please provide a narrative description of the Title I services that will be provided to Title I eligible homeless children residing (enrolled or non-enrolled) in non-Title I funded schools, shelters and other locations where children may live, in response to question #3.

- ✓ **TIP: At minimum, a “0” must be entered for #1 and #2 of the homeless section to be able to update this screen.**

For additional information concerning homeless education, contact Donna Eggleston at 515/281-3999 or donna.eggleston@iowa.gov.

PRIVATE SCHOOLS RECEIVING SERVICES

Section 1120 of NCLB mandates services for children in private schools under Title I of ESEA. In summary, the key provisions of the legislation stipulate that:

1. Any district serving a private school must complete the Within District Targeting Funds screen on the electronic Title I application. This determines the amount of funds available to provide Title I services to eligible students in the private school.
2. A face-to-face meeting of the public and private school administrators must be held to discuss services to be provided in the private school, private student eligibility for Title I services, and evaluation of the Title I services provided to the private school. Documentation of the meeting is required.
3. Services in private schools are provided to private school children who reside in a participating public school attendance area/s and are in the greatest educational need of those services.
4. Title I funds for service in a private school are based on the documented student poverty count in the private school.
5. Title I services in a private school must be equitable to those provided in the public school – as funds described above allow.
6. Equipment and supplies purchased for use in a private school are the property of the public school through which the Title I dollars flow.
7. No Title I dollars ever go directly to private schools. The public school is always the fiscal agent.
8. Multiple private schools in a LEA may pool funds and provide services as a single entity.
9. Public and private schools in the same LEA do not have to provide services to the same grade span group.
10. Title I services in a private school must operate as Targeted Assistance Programs. Schoolwide Programs in private schools are not allowed under the NCLB law.

PRIVATE SCHOOLS RECEIVING SERVICES

Name	Grade Levels	Number of Children Enrolled Residing in Project Areas	Unduplicated Student Counts	
			Eligible	Served
Private Grade School	PK-08	303	36	28
Private High School	09-12	146	0	0
TOTALS		449	36	28

All accredited private school attendance centers in your school district and the grade levels of each center will automatically be displayed. You must complete the requested data for private schools receiving Title I service. Enter the number of children enrolled who reside in a participating Title I attendance center (these children must also be entered in Column 6 of the attendance center table). Determine the total number of private school children enrolled who are residing in project areas and enter in the appropriate column.

Private school children eligible to be served are children who reside in a participating public school attendance area and who are failing, or most at risk of failing, to meet student academic achievement standards based on the criteria in Section 1115(b) of the Title I statute. Enter the **unduplicated** number of children from each private school attendance center that are eligible for the Title I service and, in the last column, the actual **unduplicated** number of private school children to be served. Each column will automatically calculate the total number of eligible private school students and the total number of those students served by Title I. **NOTE:** If data is completed under the private school section, then data must also be entered in the appropriate columns for the resident public school area in the attendance center table.

- ✓ **TIP: If the LEA is providing Title I service to a private school, the user must complete the Statement of Agreement and Within District Targeting of Funds screens in addition to the other required application screens.**

When all information is complete for the Selection of Schools screen and the **Update** button is pressed, the program will calculate totals and perform program edits. If required information is missing, the “Updated Successfully” message will not appear. The user must fix all errors appearing in RED. The user must verify the YELLOW warning errors. A yellow highlight is simply a reminder to check your work. The warning errors can be bypassed if the data entered is correct. After all errors are corrected, the user must click the **Update** button and may select another screen and click the **GO** button to proceed to the next screen when an “Updated Successfully” message is received.

PROJECT NARRATIVES SCREEN

NOTE: The Project Narratives screen must be completed in order to certify the budget and receive funding.

Fiscal Year: 2008-2009 <input type="button" value="Go"/>	Form: Project Narratives <input type="button" value="Go"/> <input type="button" value="Exit"/>
Enter District Number; or, Full or Partial Name <input type="text"/> <input type="button" value="Go"/>	District: 0000 Name: Your Comm School District

Once the Project Narratives screen is selected from the dropdown menu, all narratives will automatically appear with space to enter your response. Please note that each space provided for your written response is designed to accept a maximum of 1500 characters, including spaces and punctuation and will give you a running total of the number of characters entered.

✓ **TIP: You must enter some data in every narrative box in order to be able to update this screen and save your responses.**

In all LEAs, regardless of program type, the Title I Project Narratives must provide a complete and accurate description of the Title I program to be delivered during the current school year. Please provide a written response to each of the narrative questions. **NOTE:** If you offer a schoolwide program only, you must type “we are a schoolwide program” in response to question 1 in order for the Title I electronic Internet application program to save your responses to this screen.

✓ **TIP: Click Update often to avoid losing data.**

TITLE I 2008-2009 Project Narratives

<input type="button" value="Update"/>	<input type="button" value="Print Summary"/>
---------------------------------------	--

You must click UPDATE to save changes. . . the Print Summary, GO, and EXIT buttons do NOT save changes!

1. Describe the Title I student selection process in TARGETED ASSISTANCE BUILDINGS ONLY.

Enter Narrative	<input type="button" value="Go"/>
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The maximum number of characters allowed, including spaces and punctuation, is 1,500.

All Title I buildings, including schoolwide programs, must answer narrative questions 2-8.

2. Outline the Title I services that are provided to students. Reference the use of student data that supports the decision to offer specific Title I programming.

Enter Narrative	<input type="button" value="Go"/>
-----------------	-----------------------------------

The maximum number of characters allowed, including spaces and punctuation, is 1,500.

3. Explain how Title I funds are utilized to supplement district professional development activities designed to improve teaching and learning in reading and mathematics (including as appropriate migrant, neglected, delinquent and English Language Learners).

Enter Narrative

The maximum number of characters allowed, including spaces and punctuation, is 1,500.

4. Summarize the ways in which Title I services coordinate and integrate with other programs and services (e.g., Even Start, Reading First).

Enter Narrative

The maximum number of characters allowed, including spaces and punctuation, is 1,500.

5. Describe the process that is used to annually evaluate the effectiveness of the Title I program including parent involvement plans and activities.

Enter Narrative

The maximum number of characters allowed, including spaces and punctuation, is 1,500.

6. Supply the date on which information regarding teacher qualifications was provided to parents.

Sample: 3/06/2008

7. The local school district has a parent policy and compact in place for each Title I building.

☐

YES, policy in place; or,

☐

NO, policy not in place

8. The annual copy of the LEA's parent policy and compact were updated for the current year.

☐

YES, policy updated; or,

☐

NO, policy and compact have not been updated for current year

Please select either "YES" or "NO" as appropriate for your LEA. **NOTE:** You are required to update the LEA parent involvement policy, revised for the 2008-2009 school year, and parent-school compacts for each participating building and e-mail to angie.mcclannahan@iowa.gov or mail to Title I, Iowa Department of Education, Grimes State Office Building, 400 E 14th Street, Des Moines, IA 50319-0146 no later than September 15, 2008.

✓ **TIP:** You must submit the parent policy and compact in order for your application to be approved.

After all narratives are completed, the user must click the **Update** button and may select another screen and click the **GO** button to proceed to the next screen when an "Updated Successfully" message is received. Clicking the **Print Summary** button will allow the user to print the completed narrative screen.

PROJECT STAFF ASSIGNMENTS SCREEN

NOTE: The Title I Staff Assignments screen must be completed in order to receive Title I funding.

Fiscal Year: 2008-2009 <input type="button" value="Go"/>	Form: Staff Assignments <input type="button" value="Go"/> <input type="button" value="Exit"/>
Enter District Number; or, Full or Partial Name <input type="text"/> <input type="button" value="Go"/>	District: 0000 Name: Your Comm School District

On this screen you should report Title I staff paid from the general budget, general carryover budget, local neglected funds, local delinquent funds, and migrant education program funds, as applicable. The user will enter all required information on Title I staff on this screen. You must enter whole numbers for the number of staff. The program will accept numbers like 2.5 for the FTE, but will not accept mixed numbers for the actual number of staff. You are no longer required to enter FTE data on the budget detail screen.

Enter the number of staff assignments for which salary payments will be made from Title I funds for services to be performed in this project in schoolwide as well as targeted assistance buildings. Title I teachers and Title I paraprofessionals must operate according to Title I regulations for the percentage of the day during which they are paid with Title I funds. Paraprofessionals funded through Title I in targeted assistance buildings must be qualified under NCLB. Regardless of funding source, all paraprofessionals in a Title I schoolwide building must be qualified under NCLB.

TITLE I 2008-2009 Project Staff Assignments

This form should reflect the amount of staff funded from the combined current allocation and carryover allocation for all budgets.

You must click UPDATE to save changes... the Netscape Print and GO buttons do NOT save changes!

Staff Funded by Combined General Budget and Carryover Indicate Title I Staff, Only, for All Entries						
	REGULAR TERM STAFF				SUMMER TERM STAFF	LOCAL NEGLECTED and/or DELINQUENT STAFF
	PUBLIC		PRIVATE			
	WHOLE NUMBER	FTE	WHOLE NUMBER	FTE	WHOLE NUMBER	WHOLE NUMBER
CERTIFIED	3	2.3	0	0	0	0
EDUCATIONAL ASSOCIATES	0	0	0	0	0	0
SUPPORTIVE	0	0	0	0	0	0
TOTAL	3	2.3	0	0.0	0	0

✓ **TIP: You must enter whole numbers for the program to accept your data.**

Complete the full-time equivalency (FTE) for staff assignments for the regular term. The FTE of a staff member must reflect that part of the staff member's salary paid by Title I. Title I funded personnel (Title I teacher and Title I paraeducator) in a targeted assistance program must operate according to Title I regulations for the percentage of the day during which they are paid with Title I funds. Round this figure (FTE) to the nearest tenth of a percent (e.g. 3.4). **NOTE:** IF CARRYOVER FUNDS ARE USED FOR PARTIAL SALARIES, it will be necessary to prorate the FTE on both the General and Carryover Budgets. For example: assume that you have \$5,000 available in carryover funds. The carryover funds represent 20 percent of the salary, so you should report one (1) teacher at .8 FTE on the General Budget Detail screen and one teacher with a FTE of .2 on the General Carryover Detail screen.

Enter the number of staff for any summer school program that is part of the project. **NOTE:** Summer school salaries must be broken out on the General Budget Detail screen.

Enter the number of Local Neglected Education and/or Local Delinquent Education program staff that is part of the project. **NOTE:** Any salary associated with local neglected education staff will be reflected on the general budget, while any salary paid with local delinquent education funds will appear on the local delinquent budget.

The terms certified, paraprofessional (educational associates), and supportive personnel are defined as follows:

1. Certified - These are the teachers who have been employed to perform the teaching activities described in this application. Teachers with responsibility for any remedial reading instruction must have a reading endorsement. Any questions regarding a reading endorsement must be directed to the DE Board of Educational Examiners.
NOTE: Title I math teachers need no additional endorsement.
2. Paraprofessional (Educational Associates) – For the purposes of Title I, Part A, a paraprofessional is an employee who provides instructional support in a program supported with Title I, Part A funds. This includes paraprofessionals who (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide instructional assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional support services under the direct supervision of a teacher. **NOTE:** Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.
3. Supportive - This term refers to both certified and non-certified staff that will be employed to assist and support the activities described in this application.

NOTE: In addition to the above-mentioned positions, it may be necessary to use Title I funds to employ on an hourly basis bus drivers, food service employees and additional custodial help. Do not include such personnel of this type in this section. However, such personnel should be identified and included in the Title I General Budget.

If you enter a number for paraprofessionals (educational associates), then complete the table below to show the number in schoolwide and/or targeted assistance buildings and also the educational level data.

✓ **TIP:** The total number of paraprofessionals shown above should match the total number reported in the following table.

TITLE I Educational Associates	
TITLE I FUNDED BUILDINGS	TOTAL NUMBER
SCHOOLWIDE PROGRAMS: Total number of all associates, regardless of funding stream, providing instructional services in Title I schoolwide buildings:	0
TARGETED ASSISTANCE PROGRAMS: Total number of Title I funded associates providing instructional services in Title I targeted assistance buildings:	0

For LEAs with a schoolwide program, the user should enter the total number of educational associates providing instructional services in Title I schoolwide buildings, regardless of funding source. For LEAs with a targeted assistance program, the user should enter the number of Title I funded paraprofessionals employed within the district providing instructional services within a targeted assistance building. Record **each** paraprofessional **only once**. If paraprofessionals are only used for summer school, please remember to complete this section for the summer school staff as applicable. **NOTE:** Do not include in this section any staff classified as “Certified” or “Supportive.” The definition and NCLB requirements for paraprofessionals can be found at the back of this reference manual (see Table of Contents).

EDUCATIONAL LEVEL	NUMBER BY EDUCATIONAL LEVEL
Community College Associate Degree:	0
Voluntary Paraeducator Certification:	0
Two or more years of college:	0
District determined assessment:	0

Please enter the number of paraprofessionals broken out by level. The sum of the “Educational Level” numbers should equal the sum of the two “Title I Funded Buildings” totals above.

Local Neglected Funding

Local neglected program costs must be part of the General Budget. If your LEA provides Title I service to a local neglected facility with Title I, Part A local neglected funding, you must designate those costs in the appropriate expenditure categories on the Title I General Budget and General Budget Detail screen.

GENERAL BUDGET SCREEN

NOTE: The General Budget screen must be completed in order to receive Title I local neglected funding.

Fiscal Year: 2008-2009 <input type="button" value="Go"/>	Form: General Budget <input type="button" value="Go"/> <input type="button" value="Exit"/>
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NOTE: Local neglected education program funds should be included in the Title I General Budget and itemized on the General Budget Detail screen to reflect total LEA local neglected program expenditures.

NOTE: Local delinquent education program funds are separate from the current allocation and are to be applied for as a separate project on the Delinquent Application, with a separate budget and separate accounting.

NEGLECTED NARRATIVE SCREEN

NOTE: If your district receives local neglected funding, you must complete the Neglected Narrative screen to receive Title I local neglected funding.

Fiscal Year: 2008-2009 <input type="button" value="Go"/>	Form: Neglected Narrative <input type="button" value="Go"/> <input type="button" value="Exit"/>
Enter District Number; or, Full or Partial Name <input type="text"/> <input type="button" value="Go"/>	District: 0000 Name: Your Comm School District

✓ **TIP:** If this screen cannot be accessed through the dropdown menu, you will need to contact the State Title I office to have it added to your application.

TITLE I 2008-2009 Neglected Narrative

You must click UPDATE to save changes. . . the Print Summary, GO, and EXIT buttons do NOT save changes!

1. Describe how the services provided to any local neglected facility with Title I local neglected funding will be used to meet the transitional and academic needs of students so that they may return to local district or alternative education programs.

Enter Narrative for local neglected program(s)
--

The maximum number of characters allowed, including spaces and punctuation, is 7,000

If your LEA provides Title I service to a local neglected facility with local neglected funding, you must use the dropdown menu to select the Neglected Narrative screen. The user must describe how the services provided to any local neglected facility with Title I local neglected funding will be used to meet the transitional and academic needs of students so that they may return to local district or alternative education programs.

Local Education Agencies Funding

GENERAL BUDGET SCREEN

NOTE: The General Budget screen must be completed and certified in order to receive Title I funding.

Fiscal Year: 2008-2009 <input type="button" value="Go"/>	Form: General Budget <input type="button" value="Go"/> <input type="button" value="Exit"/>
Enter District Number; or, Full or Partial Name <input type="text"/> <input type="button" value="Go"/>	District: 0000 Name: Your Comm School District

TITLE I

2008-2009 General Budget

ALL REQUIRED SCREENS MUST BE COMPLETED BEFORE THE TITLE 1 OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.

The Netscape Print, GO, and EXIT buttons do NOT save changes!

There are two Title I budget forms: (1) the Title I Current Project Budget on the General Budget screen which represents the total amounts requested for specific items found in the Detail Budget and (2) the General Budget Detail screen which provides an **itemized** account of expenditures to be incurred.

Lookup Budget by Amendment <div>1</div> <div>Unavailable <input type="button" value="Go"/></div> <div>"Unavailable" indicates that amounts have not yet been entered in the budget detail and updated.</div> <div>View Budget Detail <div>2</div> <input type="button" value="Go to Detail"/></div>	District Certified: Consultant Approved: Admin. Consultant Approved: District Certified As Final: State Approved As Final:
TITLE I CURRENT GENERAL BUDGET -- PROJECT SUMMARY	

No data can be entered on the Title I Current Project Budget screen. This is a summary table that displays totals automatically transferred from the General Budget Detail screen. To begin entering the LEA Title I budget, use the dropdown menu to select the General Budget screen and click the **GO** button. **NOTE:** If "Unavailable," as indicated by #1 above, appears in the lookup box on the General Budget screen, it indicates that the LEA has not yet entered amounts in the General Budget Detail screen. To access the General Budget Detail screen, click on the **GO TO DETAIL** button indicated by #2 above.

GENERAL BUDGET DETAIL SCREEN

NOTE: The General Budget Detail screen must be completed in order to receive Title I funding.

TITLE I

2008-2009 General Budget

Detail

Round to the nearest dollar.

✓ **TIP: Click Update often to avoid losing data.**

The budget detail page allows the user to enter the specific breakdown of Title I expenditures claimed on the budget (see #1 below) and, if necessary, to provide a description of expenditures (see #2 below).

Netscape Print

Original

GO

Back to Summary

You must click UPDATE to save changes. . . the Netscape Print, GO, Back to Summary and EXIT buttons do NOT save changes!

FUNCTIONS	OBJECTS						
Expenditure Accounts	1 Salaries 100	Employee Benefits 200	Purchased Services 300	Supplies 600	Property 700	Other Expenses/Other uses of Funds 800	TOTAL
Instruction 1000	Total \$111,098 Certified salary \$100,298 Associates salary \$8,000 Subs salary \$0 Local Neglected \$0 Other \$2,800 Summer School Staff	Total \$45,033 FICA \$8,499 IPERS \$6,388 Ins \$30,146 Local Neglected \$0 Other \$0	Total \$500 Travel Between Bldgs \$0 Prof. Staff Development \$500 Local Neglected \$0 Other \$0 Est. Supplemental Ed. Svcs. \$0	Total \$500 Consumables \$500 Software \$0 Title I Books \$0 Diagnostic Testing Mat. \$0 Local Neglected \$0 Other \$0	Total \$0 Computer \$0 Chair \$0 Service Contract \$0 Local Neglected \$0 Other \$0 Printer \$0	Total \$0 Prof. Dues \$0 Local Neglected \$0 Other \$0	\$157,131
Instructional Staff and Support Services 2200			Total \$0 Inservice \$0 Travel \$0 Other \$0				\$0
Administration Support Services 2300	Total \$0 Title I Coord salary \$0 Clerical salary \$0 Other \$0	Total \$0 FICA \$0 IPERS \$0 Ins \$0	Total \$0 Audit (if eligible) \$0 Other \$0			Total \$4,044 Indirect Cost \$4,044 Other \$0	\$4,044
Operation and Maintenance of Plant 2600			Total \$0 Other \$0				\$0
Student Transportation Services 2700	Total \$0 Input Total \$0	Total \$0 FICA \$0 Ins \$0	Total \$0 Input Total \$0				\$0

FUNCTIONS		OBJECTS					
Expenditure Accounts	Salaries 100	Employee Benefits 200	Purchased Services 300	Supplies 600	Property 700	Other Expenses/Other uses of Funds 800	TOTAL
School Nutrition Services 3100	Total \$0 Input \$0 Total	Total \$0 FICA \$0 IPERS \$0 Ins \$0	Total \$0 Input \$0 Total	Total \$0 Input \$0 Total			\$0
Community Services (Parent) 3300	Total \$0 Input \$0 Total	Total \$0 FICA \$0 IPERS \$0 Ins \$0	Total \$0 Input \$0 Total	Total \$0 Input \$0 Total			\$0
Facilities Acquisition and Construction 4000			Total \$0 Input \$0 Total	Total \$0 Input \$0 Total	Total \$0 Input \$0 Total		\$0
Total: \$161,175							

You may only enter budget figures on the Detail Budget screen and those figures will be automatically placed into the Title I Current General Budget Project Summary table on the General Budget screen each time you click the **Update** button.

NOTE: Do not attempt to enter any figures in the "Total" fields as the total is automatically calculated as you enter specific expenditure figures. Round all amounts to the nearest dollar. Be sure the total project budget amount applied for on the Title I Current Project Budget (including any local neglected funds, but not carryover funds) does not exceed the new Title I current allocation as noted at the bottom of the General Budget Detail screen. (**NOTE:** The allocation is not noted in the budget example above, but on the Title I electronic Internet application, the user will find the allocation in the far bottom right corner of the budget detail table next to the total budget amount as circled above.) This budget is to reflect **only** the portion of the Title I program that will be paid with **Title I funds** received by your LEA.

✓ **TIP: Any expenditure covered by local general fund dollars must NOT be included in this budget.**

The General Budget Detail screen has as its purpose the providing of detail that is not possible to provide in the Title I Current Project Budget. To assist you with this specific budget development, the following explanation of the Title I Budget will be made by discussing the nine columns moving left to right across the top of the budget.

FUNCTIONS		OBJECTS					
Expenditure Accounts	Salaries 100	Employee Benefits 200	Purchased Services 300	Supplies 600	Property 700	Other Expenses/Other uses of Funds 800	TOTAL

Functions – Each function number represents a broad series of expenditures used in uniform financial accounting.

Expenditure Accounts – These expenditure categories represent the names of expenditure accounts to be used to classify Title I expenditures.

Objects – Salaries – The salary amounts include all payments for services rendered that will be paid directly by the LEA from Title I funds.

Objects – Employee Benefits – Title I funds may be used to pay Iowa Public Employees Retirement System (IPERS), Federal Insurance Contribution Act (FICA) of salaried Title I employees, and other district benefits. Since the percent of contribution on both the above-mentioned programs may change, proposed expenditures should be based upon the

current percents of 7.65% for FICA and 6.05% for IPERS. **The user must itemize the employee benefits by categories on the Budget Detail Screen – FICA, IPERS, and Insurance (e.g. workers compensation insurance, medical, dental, disability, life insurance, and unemployment).**

Objects – Purchased Services – Purchased Services includes all payments to be made to other agencies or individuals not on the payroll for specific services performed. **NOTE:** Equipment repair is considered a purchased services expense.

Objects – Supplies – Approvable amounts for materials and supplies for the Title I project are to be entered in the Supplies column. Expenditures for materials and supplies will be limited to the minimum required to implement and continue Title I activities or services. Examples of supplies are consumable materials, computer software, books, manuals, etc. **Expenditures for Title I supplies to be purchased must be itemized by category as identified on the Budget Detail Screen.**

Objects – Property – Approvable amounts for instructional equipment are to be entered in the Property Column. Expenditures for instructional equipment will be limited to the minimum required to implement and continue Title I activities or services. Examples of items budgeted in property might be computer hardware or furniture. **Expenditures for Title I property to be purchased must be itemized by category as identified on the Budget Detail screen.**

Objects – Other Expenses and Other Uses of Funds – The Other Expenses Column includes other expenditures not classified as Salaries, Employee Benefits, Purchased Services, Supplies or Property. This is the column to use for professional dues and indirect costs.

✓ **TIP: See Function explanations below for proper placement of these costs.**

Objects – Total – Column 9 – This column includes the sum total of amounts recorded in each of the preceding columns.

Explanation of the Functions 1000-4000 requires certain detail related to regulations governing Title I expenses. Each expenditure category is explained as follows:

FUNCTIONS		OBJECTS											
Expenditure Accounts	Salaries 100		Employee Benefits 200		Purchased Services 300		Supplies 600		Property 700		Other Expenses/Other uses of Funds 800		TOTAL
Instruction 1000	Total \$111,098		Total \$45,033		Total \$500		Total \$500		Total \$0		Total \$0		\$157,131
	Certified salary \$100,298		FICA \$8,499		Travel Between Bldgs \$0		Consumables \$500		Computer \$0		Prof. Dues \$0		
	Associates salary \$8,000		IPERS \$6,388		Prof. Staff Development \$500		Software \$0		Chair \$0		Local Neglected \$0		
	Subs salary \$0		Ins \$30,146		Local Neglected \$0		Title I Books \$0		Service Contract \$0		Other \$0		
	Local Neglected \$0		Local Neglected \$0		Other \$0		Diagnostic Testing Mat. \$0		Local Neglected \$0				
	Other \$2,800						Local Neglected \$0		Other \$0				
	Summer School Staff						Other \$0		Printer \$0				

Function 1000 – Instruction – This includes Salaries paid to the employees who have been employed to complete the teaching activities of the Title I program. Title I funds may be used to pay employee benefits under the Iowa Public Employees Retirement System (IPERS) and Federal Insurance Contribution Act (FICA) for salaried Title I teachers and educational associates as these are mandated by law. **NOTE:** July 1, 2007, the employer share for IPERS raises to 6.05%.

Purchased Services includes amounts for instructional services purchased from other agencies or rental of instructional equipment. It also includes expenses incurred to provide the instructional service of the Title I activity. An example would be the travel expense of a teacher who had teaching duties in two attendance centers during the day. The expense of such travel would be included in the purchased services column. The LEA should also include in the purchased services column, the required reserve for estimated supplemental education services and school choice costs, as appropriate.

The Supplies column includes approvable amounts for materials and supplies for Title I. The Property column includes approvable amounts for instructional equipment. Other Expenses and Other Uses of Funds, includes expenses for professional dues.

✓ **TIP: Indirect Costs go under Function 2300.**

FUNCTIONS		OBJECTS					
Expenditure Accounts	Salaries 100	Employee Benefits 200	Purchased Services 300	Supplies 600	Property 700	Other Expenses/Other uses of Funds 800	TOTAL
Instructional Staff and Support Services 2200			Total \$0 Inservice \$0 Travel \$0 Other \$0				\$0

Function 2200 – Instructional Staff and Support Services – Purchased Services includes amounts for inservice and travel.

FUNCTIONS		OBJECTS					
Expenditure Accounts	Salaries 100	Employee Benefits 200	Purchased Services 300	Supplies 600	Property 700	Other Expenses/Other uses of Funds 800	TOTAL
Administration Support Services 2300	Total \$0 Title I Coord salary \$0 Clerical salary \$0 Other \$0	Total \$0 FICA \$0 IPERS \$0 Ins \$0	Total \$0 Audit (if eligible) \$0 Other \$0			Total \$4,044 Indirect Cost \$4,044 Other \$0	\$4,044

Function 2300 – Administration Support Services – Salaries and Employee Benefits for the administration of Title I programs cannot be paid from Title I funds. There are two notable exceptions to this rule:

1. When the project is of sufficient size and scope to merit an administrator. The SEA makes the final decision as to size and scope.
2. When summer school activities are of sufficient size and scope to merit an administrator. Again, the SEA makes the final decision as to size and scope. A letter must be sent to the Title I office stating that the director of the summer school is not otherwise under General Fund contractual obligation to the district.

LEAs that expend more than \$300,000 annually in Federal funds may use Title I funds to pay the expense of an audit that is incurred as a direct result of the Title I program. Since an audit will be made after the close of the fiscal year, it is recommended that funds in the current budget be set aside to pay the cost of the preceding year's program audit. This audit expense would be shown in the Purchased Services column.

Approvable amounts for restricted indirect costs are to be entered on the Title I project budget in the column, Other Expenses and Other Uses of Funds.

Indirect Costs are those costs that are not readily identifiable with the activities or contracted services, but are nevertheless incurred for the joint benefit of those activities and programs of the organization. **NOTE:** Indirect cost expenditures must comply with the U.S. Office of Management and Budget Circular A87.

The Iowa Department of Education annually calculates the indirect cost rates for LEAs from data submitted on their certified annual reports. The Iowa Restricted Indirect Cost Plan for LEAs establishes maximum predetermined rates for a given fiscal year. The advantage of an Indirect Cost Allocation Plan and rate is that it is a simplified means for determining a fair share for indirect costs of Federal grants and contracts. For information regarding the indirect cost rate calculation, contact Janice Evans, School Administration Consultant at 515/281-4740 or janice.evans@iowa.gov.

The indirect cost rate percentages for each LEA can be found at the Iowa Department of Education website at www.iowa.gov/educate/content/view/119/346. **The restricted indirect cost percentage can be applied only to the amounts of salaries and employee benefits (current and carryover budgets) approved for Title I staff.**

✓ **TIP:** If the indirect cost amount applied for on the budget exceeds the maximum allowed for budgeted salaries and benefits, a RED warning will be received and will need to be corrected prior to proceeding.

NOTE: For Title I purposes, the given fiscal year indirect cost rate applies to the project established for the school year and remains in place even when project expenditures extend into the next fiscal year.

FUNCTIONS	OBJECTS						TOTAL
	Salaries 100	Employee Benefits 200	Purchased Services 300	Supplies 600	Property 700	Other Expenses/Other uses of Funds 800	
Expenditure Accounts							
Operation and Maintenance of Plant 2600			Total \$0 Other \$0				\$0

Function 2600 – Operation and Maintenance of Plant – A LEA may apply for off-the-top non-instructional expenditures that have incurred as a result of operating a Title I private school site or a Title I migrant education program. Expenses may include rent; lease of real property; utilities; insurance and maintenance costs.

FUNCTIONS	OBJECTS						TOTAL
	Salaries 100	Employee Benefits 200	Purchased Services 300	Supplies 600	Property 700	Other Expenses/Other uses of Funds 800	
Expenditure Accounts							
Student Transportation Services 2700	Total \$0 Input \$0 Total	Total \$0 FICA \$0 Ins \$0	Total \$0 Input \$0 Total				\$0

Function 2700 – Student Transportation Services – Title I funds may be used to pay the transportation expense of public school students only to Title I activities only when normally scheduled LEA bus service is not available. Examples would include transportation of students between attendance centers, extra bus trips for pre-kindergarten or kindergarten students, and summer school.

The Salaries Column should contain the amount needed to pay the salaries of the bus drivers providing Title I transportation. The Employee Benefits Column would include the employee benefits of the bus drivers. Purchased Services would include any contractual agreement with an outside agency for busing children; the maintenance cost of district buses when they are directly involved in the transportation of Title I students; and off-the-top expenses to transport private school students to public school or neutral site for Title I instructional services.

FUNCTIONS		OBJECTS						
Expenditure Accounts	Salaries 100	Employee Benefits 200	Purchased Services 300	Supplies 600	Property 700	Other Expenses/Other uses of Funds 800	TOTAL	
School Nutrition Services 3100	Total \$0 Input \$0 Total	Total \$0 FICA \$0 IPERS \$0 Ins \$0	Total \$0 Input \$0 Total	Total \$0 Input \$0 Total			\$0	

Function 3100 – School Nutrition Services – Title I funds may be used for providing food and food services only when they are not covered by State or Federal funds received from the Bureau of Nutrition, Health and Transportation Services of the Iowa Department of Education. The SEA will review each request individually.

FUNCTIONS		OBJECTS						
Expenditure Accounts	Salaries 100	Employee Benefits 200	Purchased Services 300	Supplies 600	Property 700	Other Expenses/Other uses of Funds 800	TOTAL	
Community Services (Parent) 3300	Total \$0 Input \$0 Total	Total \$0 FICA \$0 IPERS \$0 Ins \$0	Total \$0 Input \$0 Total	Total \$0 Input \$0 Total			\$0	

Function 3300 – Community Services (Parent) – Title I funds may be used for activities associated with Parent Involvement. **NOTE:** LEAs receiving allocations of \$500,000 or more must reserve 1 percent of the allocation for parent involvement activities, including family literacy and parenting skills. At least 95 percent of the 1 percent reservation must be allocated by formula to Title I funded schools. This reservation needs to be conducted separately from Title I building level allocations.

✓ **TIP:** If applicable, the 1 percent reservation must be included in the general budget before approval will be given to your application.

FUNCTIONS		OBJECTS						
Expenditure Accounts		Salaries 100	Employee Benefits 200	Purchased Services 300	Supplies 600	Property 700	Other Expenses/Other uses of Funds 800	TOTAL
Facilities Acquisition and Construction 4000				Total \$0 Input \$0 Total	Total \$0 Input \$0 Total	Total \$0 Input \$0 Total		\$0

Function 4000 – Facilities Acquisition and Construction – This expenditure category is rarely used. Prior approval by the SEA is required. **NOTE:** Title I funds may **not** be used for construction expenses.

After all detail is completed, the user needs to click the **Update** button one final time. The user must fix all errors appearing in RED. The user must verify the YELLOW warning errors. A yellow highlight is simply a reminder to check your work.

NOTE: A YELLOW warning regarding excessive FICA and IPERS will occur when carryover salaries are included in computing allowable benefits for the General Budget. The warning errors can be bypassed if the data entered is correct.

NOTE: If the indirect cost exceeds the maximum allowed for the salaries and benefits on the budget, a RED warning will be received and will need to be corrected prior to proceeding.

When all information has been entered and corrected on the General Budget Detail screen and the “Updated Successfully” message received, the user may return to the General Budget screen to see the total budget figures in each category on the Title I Current Project Budget summary table.

TITLE I
2008-2009 General Budget
Detail
 Round to the nearest dollar.

Netscape Print

Original **Back to Summary**

To return to the General Budget screen, click the **Back to Summary** button. After verifying the accuracy of the figures entered on the General Budget screen, **the user must click the Certify button before the Title I staff can proceed with processing your application.**

<p>Lookup Budget by Amendment <input type="button" value="Original"/> <input type="button" value="Go"/></p> <p style="text-align: right;">View Budget Detail <input type="button" value="Go to Detail"/></p>	<p style="text-align: center;">District Certified: <input type="button" value="Certify"/></p> <p style="text-align: center; color: blue; font-size: small;">This action will notify the State.</p> <p>Consultant Approved:</p> <p>Admin. Consultant Approved:</p> <p>District Certified As Final:</p> <p>State Approved As Final:</p>
TITLE I CURRENT GENERAL BUDGET -- PROJECT SUMMARY	

- ✓ **TIP: The Staff Assignments screen and the Project Narratives screen (and Neglected Narrative screen as applicable) must be completed before the Certify button will appear and allow the budget to be certified and the LEA to receive funding.**

To certify the budget, simply click on the **Certify** button that appears next to the words “District Certified” at the top of the budget table on the General Budget Screen. The **Certify** button will enter the current date and notify the SEA that the district has completed the application process.

NOTE: Once the user clicks the **Certify** button, a YELLOW warning message will appear reminding the user that all required screens must be completed before the SEA can approve the budget and release funds to the district.

Once the LEA certifies the budget, no changes can be made at the local level. If a need arises to change budget figures prior to approval by State Title I staff, the user may remove district certification and make revisions to the budget by clicking on the **Undo Certify** button that appears only after the general budget is certified by the LEA.

- ✓ **TIP: It is advisable to visit with the Title I office prior to using the Undo Certify option.**

After all errors are corrected and the LEA has certified the budget, the user may select another screen and click the **GO** button to proceed to the next screen.

If the LEA has carryover funds from the previous year, a separate budget must be completed to reflect the use of the carryover funds.

TITLE I 2008-2009 General Carryover

- ✓ **TIP: Any current year general budget funds approved but not spent are only available as carryover funds in the next school year through the completion of an electronic amendment that reduces the unspent funds out of the current year approved general budget.**

Fiscal Year: <input type="text" value="2008-2009"/> <input type="button" value="Go"/>	F o r m: <input type="text" value="General Carryover"/> <input type="button" value="Go"/> <input type="button" value="Exit"/>
Enter District Number; or, Full or Partial Name <input type="text"/> <input type="button" value="Go"/>	District: 0000 Name: Your Comm School District

Carryover funds are previous year current allocation funds that were not applied for by the LEA in the previous school year budget. Funds that were applied for by the LEA in the previous school year budget but not actually spent as part of the previous school year costs only become available carryover funds for the LEA through an electronic amendment process. All carryover funds are limited by Title I legislation to a maximum 15 percent of the allocation for LEAs receiving \$50,000 or more. A waiver of the 15 percent maximum carryover limitation is available to LEAs once every three years. The minimum carryover that may be applied for is \$1,000. Applications for use of carryover funds will require completion of the Title I General Carryover Budget and General Carryover Budget Detail screens. If your LEA has carryover funds available, click on the dropdown menu and choose the General Carryover screen; then click the **GO** button.

Complete the General Carryover Budget Detail screen following the same procedures used for the General Budget screen. If your LEA does not have available carryover funds or has successfully completed the General Carryover Budget screen, use the dropdown menu to make the next selection.

NOTE: A carryover allocation requires separate accounting.

INSTRUCTIONS FOR COMPLETING TITLE I ELECTRONIC BUDGET AMENDMENT

For various reasons, it may become necessary for a local district to amend an approved Title I budget during the project year. To complete this process, the LEA must submit an electronic amendment to the approved Title I budget of the Title I electronic Internet application.

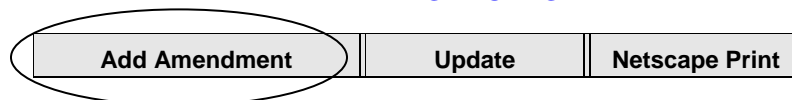
The Title I electronic Internet application may be accessed at www.edinfo.state.ia.us. The user ID is the district number. The district password assigned by the Iowa Department of Education is specific to Title I and is sent to the Superintendent's office with the Title I allocation notice.

✓ **TIP:** The password used to access BEDS information will not give access to Title I.

The option for amending the Title I budget becomes available on the electronic budget screen once the State Title I office approves the LEA's general, general carryover, migrant or local delinquent budget. At that time, the **Add Amendment** button appears just below the header of the budget screen. For example:

T I T L E I
2008-2009 General Budget
You must click **UPDATE** to save changes...The **GO** and **QUERY** buttons do **NOT** save changes!

**ALL REQUIRED SCREENS MUST BE COMPLETED BEFORE THE TITLE 1 OFFICE WILL APPROVE THE BUDGET
AND RELEASE FUNDS.**



✓ **TIP:** Once a Title I project has been closed with the Project Budget Completion button, a LEA will only be allowed to amend that project through January 31 of the next year.

NOTE: Prior to beginning the amendment process, the user will want to have a hard copy of the original budget for Title I files and reference. The following is the electronic amendment process:

1. From the appropriate budget screen, click the **Add Amendment** button. The approved budget figures will be displayed on the detail budget screen.
2. Change the figures that need to be changed by clicking on the appropriate place in the budget and entering the new figure.

✓ **TIP:** 1) the category total will change automatically for the specific budget item being amended once the **Update** button is clicked (**NEVER** try to enter a figure in a category total); and, 2) only use **TAB** or mouse clicks to move around in the budget (**do NOT** use "Enter" or the "Back" button on your browser).

3. Do not make changes to those figures that remain the same as they appeared on the original approved budget. The amended budget must reflect the total expenditures you plan to have for the amended project budget. (**NOTE:** if the user is amending the general budget and you also have carryover funds, the amended general budget total plus the approved general carryover budget total should equal the expected total Title I reimbursement for the current project year. For example, if the district has an approved general budget of \$110,000 and an approved general carryover budget of \$25,000, but the total Title I expenditures for the year is only \$125,000; the user should amend the general budget to \$100,000.)
4. Click the **Update** button to save the new amended budget. Clicking the **Netscape Print** button and the printer icon on the browser will allow the user to print the budget detail screen. Click the **Back to Summary** button to return to the budget screen.
5. Scroll toward the bottom of the budget screen and review the amended budget as displayed in the Budget Project Summary table. The amendment will be submitted to the state Title I office only after you click the **Certify** button in the lookup box at the top of the budget table (see example below).

<p>Lookup Budget by Amendment</p> <div> <input type="text" value="Amendment 1"/> <input type="button" value="Go"/> </div> <p>View Budget Detail <input type="button" value="Go to Detail"/></p>	<p>District Certified: <u>Certify</u></p> <p>Consultant Approved:</p> <p>Admin. Consultant Approved:</p> <p>District Certified As Final:</p> <p>State Approved As Final:</p>
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Once the user has clicked the **Certify** button, the current date will be entered and the SEA will be alerted that the LEA has completed the amendment process. The amended budget will go through the approval process at the state Title I office. As budget amendments are approved, necessary adjustments in payments will automatically be made. If an amendment has been made to the general budget that affects carryover for the coming year, that will be reflected on the Payment Status screen in the difference between the allocation amount and the approved amount; and will be reflected on the next year's allocation notification letter and the LEA's Annual Application screen.

NOTE: The original budget will be available following an amendment process by using the lookup box dropdown menu at the top of the budget table that has been amended, by selecting "Original" where "Amendment 1" is noted and clicking the **GO** button (see example above).

✓ **TIP:** Any current year general budget funds approved but not spent are only available as carryover funds in the next school year through the completion of an electronic amendment that reduces the unspent funds out of the current year approved general budget.

NOTE: When amending to reflect your actual expenditures, please wait for the amendment to be approved by the state Title I office before certifying the budget as final.

✓ **TIP:** Once a Title I project has been closed with the Project Budget Completion button, a LEA will only be allowed to amend that project through January 31 of the next year.

INSTRUCTIONS FOR FINAL PROJECT BUDGET COMPLETION PROCESS

At the end of the project year the district will need to declare final expenditures and complete the project budget via their Title I electronic Internet application. To initiate this final project budget completion process, select the General Budget Screen from the dropdown menu and click the **GO** button.

Fiscal Year: 2008-2009 <input type="button" value="Go"/>	Form: General Budget <input type="button" value="Go"/> <input type="button" value="Exit"/>
Enter District Number; or, Full or Partial Name <input type="text"/> <input type="button" value="Go"/>	District: 0000 Name: Your Comm School District

TITLE I

2008-2009 General Budget

ALL REQUIRED SCREENS MUST BE COMPLETED BEFORE THE TITLE 1 OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.

The Netscape Print, GO, and EXIT buttons do NOT save changes!

Lookup Budget by Amendment Original <input type="button" value="Go"/> View Budget Detail <input type="button" value="Go to Detail"/>	District Certified: 8/14/2007 Consultant Approved: 9/22/2007 Admin. Consultant Approved: 9/22/2007 District Certified As Final: <input type="button" value="Project Budget Completion"/> State Approved As Final:
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The **Project Budget Completion** button will only appear on the Title I electronic budget after the second and final payment on the Carryover Budget and after the district has received the third payment on the General Budget, Migrant Budget and/or Local Delinquent Budget.

- ✓ **TIP:** The **Project Budget Completion** button should **NOT** be clicked until the end of the project year when expenditures have been made and the district is ready to close out the project following the process outlined in this section.

When the **Project Budget Completion** button is clicked, a pop-up screen will appear with this message:

Please Note

By selecting the **Project Budget Completion** button the district is declaring that the approved Title I budget expenditure amounts, as shown, are final expenditures for this project. Please review that project expenditures were made as appearing on the approved budget. If the expenditures in the budget are not accurate, please select the **Amendment** button, enter the correct figures and wait for the amendment to be approved by the State Title I office before selecting the final **Project Budget Completion** button.

AMENDMENT

NOTE: When amending to reflect your actual expenditures, please wait for the amendment to be approved by the State Title I office before certifying the budget as final.

If the expenditures on the Title I budget are accurate and final, please select the **Project Budget Completion** button. The final Title I payment will be received after the **Project Budget Completion** button has been selected. Please be aware that all Title I budgets must be finalized **prior to June 30th** to comply with Generally Accepted Accounting Principles (GAAP).

PROJECT BUDGET COMPLETION

- ✓ **TIP: You are reminded that this button should not be selected until the user is certain all project budget expenditures are final and accurately listed in the project budget being certified as complete.**

NOTE: This electronic final completion process replaces the paper filing of the final financial report.

The LEA is required to complete the final project budget completion process for each approved project (i.e. carryover funds, migrant funds, local delinquent funds as well as general budget).

- ✓ **TIP: Once a Title I project has been closed with the Project Budget Completion button, a LEA will only be allowed to amend that project through January 31 of the next year.**

WITHIN DISTRICT TARGETING OF TITLE I FUNDS SCREEN

Fiscal Year: 2008-2009 Go	Form: Within District Target Funds Go Exit
Enter District Number; or, Full or Partial Name <div style="border: 1px solid black; height: 20px; width: 100%;"></div> Go	District: 0000 Name: Your Comm School District

Only districts with 1,000 or more students **or districts serving a private school** must complete this screen. This screen will be pre-populated with data from the Selection of Schools screen. Districts should verify the number of public and private school children from low-income families. The per poverty allocation calculated by the district must be completed in the "Per Poverty Child Amount" column. Once the per poverty child amount is completed and the **Update** button is clicked, the application will automatically calculate the attendance area allocation.

TITLE I

2008-2009 Within District Targeting of Funds

ALL REQUIRED SCREENS MUST BE COMPLETED BEFORE THE TITLE I OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.

First-time users, please note that extensive instructions appear at the end of this form.

**You must click UPDATE to calculate totals and save changes. . .
the Netscape Print and GO buttons do NOT save changes!**

ORDER OF ATTENDANCE AREAS RANKED BY LOW INCOME %						NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES			ALLOCATION CALCULATION	
Remove Building	Building No.	Name of Attendance Center	Grade Levels Housed	Status *	%	Public	Private	Total	Per Poverty Child Amount (\$)	Attendance Center Allocation (Total x Amount)
DISTRICT TOTALS										

***Status Code:** S = Schoolwide Project T=Targeted Assistance School (N = Not Served, will not appear in this list)

**You must click UPDATE to calculate totals and save changes. . .
the Netscape Print and GO buttons do NOT save changes!**

ADD A SCHOOL

NOTE: If schools already exist, above, adding another school does not update any existing numbers you may have changed, only the **UPDATE** button can save changes.

Select a school from the above drop-down menu, then click the "Add the Selected School" button.
Duplicates of the same school are NOT allowed.

NOTE: Districts that have 1,000 or more students **or serve a private school** must complete the Within District Targeting of Funds Screen in order to receive Title I funding.

Districts must allocate Title I funds to participating school attendance areas or schools, in rank order, based on the total number of children from low-income families in each area or school. A district with an enrollment of less than 1,000 students or with only one school per grade span is not required to allocate funds to areas or schools in rank order.

If a district serves any schools below 35 percent poverty, the district must allocate to all participating areas or schools an amount for each low-income child in each participating school attendance area or school that is at least 125 percent of the district's allocation per low-income child.

- A district's allocation per low-income child is the total district allocation (regular allocation plus carryover funds) under Title I divided by the number of low-income children in the district. The district then multiplies this per-child amount by 125 percent.

- A district calculates 125 percent of its allocation per low-income child before the district reserves any funds.
- A district must allocate at least this amount for each low-income child in every school the district serves, not just for those schools below 35 percent poverty.

A district serving only areas or schools at or above 35 percent poverty must allocate funds in rank order, on the basis of the total number of low-income children in each area or school but is not required to allocate 125 percent of the district's allocation per low-income child.

A district is not required to allocate the same per-child amount to each area or school. However, the district must allocate a higher per-child amount to areas or schools with higher poverty rates than it allocates to areas or schools with lower poverty rates.

A district that opts to serve schools below 75 percent poverty using grade span groupings may determine different per-child amounts for different grade spans so long as those amounts do not exceed the amount allocated to any area or school above 75 percent poverty. Per-child amounts within grade spans may also vary so long as the district allocates higher per-child amounts to areas or schools with higher poverty rates than it allocates to areas or schools with lower poverty rates.

Districts must ensure that Title I funds have been allocated to participating schools on an equitable basis using a per-poverty-child calculation based on the number of low-income students at each school. Districts shall not determine building allocations based on teacher full-time equivalency (FTE). Eligible private school allocations must be determined using the same low-income measure as was used in the public school calculation.

Title I Within District Targeting of Funds For Private Schools Using Public School Attendance Centers

STEPS:

A. Calculate the minimum amount of funding for each public school attendance center to be served.

This is done by first using the total number of residents both public and private divided by the total number of those students that are low-income this gives a per poverty child amount. That per poverty child amount is then multiplied into the number of low-income students, both public and private, that reside within eligible public school area attendance center boundaries.

B. The remaining amount of funds available would need to be redistributed proportionately to Title I public school attendance centers receiving funds. The easiest way to do this is to apply your distribution formula only to those Title I public school attendance centers to be served.

**C. The formula will determine public and private funding for each attendance center. Next breakout the private school funding by private school using the number of low-income private school students that reside within the boundaries of each public school attendance center area.
SEE BELOW**

EXAMPLE

Moulton Elementary Allocation	Moulton Elementary Non-public Allocation	# of Moulton resident poverty students attending Holy Trinity	# of Moulton resident poverty students attending Holy Family	# of Moulton resident poverty students attending St. Josephs	
		10 @ \$400	10 @ \$400	5 @ \$400	
\$40,000	\$10,000	\$ 4,000	\$ 4,000	\$ 2,000	= \$ 10,000

PLEASE NOTE: DO NOT COUNT ALL LOW-INCOME STUDENTS ATTENDING A PRIVATE SCHOOL TO MAKE AN ALLOCATION. USE ONLY PRIVATE SCHOOL LOW-INCOME DATA THAT IS APPLICABLE TO THE ELIGIBLE PUBLIC SCHOOL ATTENDANCE CENTER.

Directions for Within District Targeting of Funds WORKSHEET

STEP 1.

- A. Begin with the Title I allocation
- B. Subtract the reserve or set-aside amounts (refer to WORKSHEET)
- C. Add Carryover Funds (or see **Options** on WORKSHEET)
- D. Determine total amount for allocating to schools

STEP 2.

Choose Box 1 if a district serves any schools below 35 percent poverty, the district must allocate to all its participating areas or schools an amount for each low-income child in each participating school attendance area or school that is at least 125 percent of the district's allocation per low-income child.

- A district's allocation per low-income child is the total district allocation under Title I divided by the number of low-income children in the district. The district then multiplies this per-child amount by 125 percent.
- A district calculates 125 percent of its allocation per low-income child before the district reserves any funds.
- A district must allocate at least this amount for each low-income child in every school the district serves, not just for those schools below 35 percent poverty.

Choose Box 2 for a district serving only areas or schools at or above 35 percent poverty must allocate funds in rank order, on the basis of the total number of low-income children in each area or school but is not required to allocate 125 percent of the district's allocation per low-income child.

A district is not required to allocate the same per-child amount to each area or school. However, the district must allocate an equal or higher per-child amount to areas or schools with higher poverty rates than it allocates to areas or schools with lower poverty rates.

The per-pupil amount may be determined after the set-asides are reserved. Only districts serving buildings that are all above 35% poverty can vary the per-pupil amount by using a tiered system among the schools as long as the poorest schools (highest percentage of poverty) receive a greater allocation. For example, in a tiered system the school district could use:

for schools greater than 65%	-\$950
for schools from 50%-64%	-\$900
for schools from 35-49%	-\$800

A district that opts to serve schools below 75 percent poverty using grade span groupings may determine different per-child amounts for different grade spans so long as those amounts do not exceed the amount allocated to any area or school above 75 percent poverty. Per-child amounts within grade spans may also vary so long as the district allocates higher per-child amounts to areas or schools with higher poverty rates than it allocates to areas or schools with lower poverty rates.

STEP 3

Enter the Per Poverty Child Amount on the Within District Targeting of Funds screen. **Eligible Private School allocations** must be determined using the same low income measure as was used in the public school calculations.

Within District Targeting of Funds WORKSHEET

STEP 1.

A. Title I Funds (Regular Allocation)

A _____
(total allocation)

B. Minus Set-asides:

District in Need of Assistance (DINA)	_____ required 10% for professional development
SINA – School Choice	_____	
SINA – Supplemental Educational Services (SES)	_____	
Services for neglected children	_____amount equal to the grant received for these programs
Services for homeless children	_____may include services at shelters, etc
Parent involvement	_____1% must be reserved if district allocation exceeds \$500,000
Administrative costs	_____differential salary and fringe benefit costs
Audit cost	_____only LEAs that expend at least \$300,000 of federal funds per year
Professional development	_____	
Summer or intercession programs	_____	
Preschool programs	_____	
Indirect costs	_____	

TOTAL SET-ASIDES:

B _____
(sum of all set-asides)

C. PLUS CARRYOVER FUNDS (If using Option 1 from right): C _____

D. TOTAL AMOUNT to be allocated among the schools: D _____

A. Option for using Carryover Funds

1. Add in Step 1C.
2. Distribute to schools with the highest concentration of poverty, thus providing a higher per pupil amount to poorest schools.

STEP 2.

BOX 1 WHEN SERVING **SCHOOLS BELOW 35% POVERTY**, THE 125% Rule MUST BE USED

Title I Funds _____ divided by _____ = _____ x 1.25 = _____
(Total allocation minus set asides — Line D) (district total of low-income students) (per pupil amount) (Per Poverty Child Amount)

BOX 2 WHEN SERVING **SCHOOLS ABOVE 35% POVERTY**, USE THE FOLLOWING

Title I Funds _____ divided by _____ = _____
(Total allocation minus set asides — Line D) (district total of low-income students) (Per Poverty Child Amount)

School district determines the per-pupil amount: _____ If using a tiered system, record the school poverty levels and per-pupil amounts here.
 (Sample of tiered system amounts provided on following page.)

**EXAMPLE OF RANKING SCHOOLS & ALLOCATING FUNDS IN A LEA
USING THE 35% ELIGIBILITY PROVISION**

Example 1		NOTE: Totals may not add due to rounding
Per-Pupil Calculation (125% Not Required)		
Amount LEA determines to allocate per-poverty child (LEA Discretion)	\$700.00	
Total Title I Allocation for LEA	\$7,169,132	
Reservations		
Neglected	-	\$38,000
Homeless	-	\$20,000
20% choice-related transportation & supplemental services	-	\$1,433,826
10% professional development for LEAs needing improvement	-	\$716,913
5% professional development for teachers not highly qualified	-	\$358,457
1% parent involvement	-	\$71,691
Administration	-	\$616,545
Remaining amount to be distributed to schools		\$3,913,700

ALLOCATION TO ELIGIBLE SCHOOLS

<u>Attendance Area</u>	<u>Total Enrollment</u>	<u>Children from Low-Income Families</u>		<u>Total</u>	<u>Percent Poor</u>	<u>Eligible Schools</u> 1 = Yes 0 = No	<u>Attendance Area Allocation</u> (No. of Poor) <u>X \$700</u>	<u>Allocation Generated By Public School Poor Children</u>	<u>Allocation Generated By Private School Poor Children (1)</u>
LEA Total	14,059	6,767	100	6,867	LEA AVG. 48.84%	11	\$3,913,700	\$3,847,200	\$66,500
Violet Hill	870	850	20	870	100.00%	1	\$609,000	\$595,000	\$14,000
Oakdale	276	202	8	210	76.09%	1	\$147,000	\$141,400	\$5,600
Elmwood	951	591	24	615	64.67%	1	\$430,500	\$413,700	\$16,800
Valley View	696	444	0	444	63.79%	1	\$310,800	\$310,800	\$0
Hobson	601	367	10	377	62.73%	1	\$263,900	\$256,900	\$7,000
Berlieth	933	550	5	555	59.49%	1	\$388,500	\$385,000	\$3,500
Davis	1,134	646	8	654	57.67%	1	\$457,800	\$452,200	\$5,600
Indian Rock	1,695	815	0	815	48.08%	1	\$570,500	\$570,500	\$0
Roosevelt	203	95	0	95	46.80%	1	\$66,500	\$66,500	\$0
Takoma	1,080	487	6	493	45.65%	1	\$345,100	\$340,900	\$4,200
Camp Springs	1,026	449	14	463	45.13%	1	\$324,100	\$314,300	\$9,800
White Hill	857	293	3	296	34.54%	0	\$0		
Bannaker	874	299	2	301	34.44%	0	\$0		
Eastern	490	142	0	142	28.98%	0	\$0		
Taft	2,073	509	0	509	24.55%	0	\$0		
Wilson	300	28	0	28	9.33%	0	\$0		

- (1) The LEA must reserve the amount of funds generated by private school children and in consultation with appropriate private school officials may (1) combine those amounts to create a pool of funds from which the LEA provides equitable services to eligible private school children in greatest need of those services; or (2) provide equitable services to eligible children in each private school with the funds generated by children from low-income families who attend that private school.

**EXAMPLE OF RANKING SCHOOLS & ALLOCATING FUNDS IN A LEA
SERVING ATTENDANCE AREAS ABOVE THE DISTRICT POVERTY RATE**

Example 2		NOTE: Totals may not add due to rounding	
Per-Pupil Calculation (125% Not Required)			
Amount LEA determines to allocate per-poverty child (LEA Discretion)		\$1,050.66	
Total Title I Allocation for LEA		\$7,169,132	
Reservations			
Neglected	-	\$38,000	
Homeless	-	\$20,000	
20% choice-related transportation & supplemental services	-	\$1,433,826	
10% professional development for LEAs needing improvement	-	\$716,913	
5% professional development for teachers not highly qualified	-	\$358,457	
1% parent involvement	-	\$71,691	
Administration	-	<u>\$616,545</u>	
Remaining amount to be distributed to schools		\$3,913,700	

ALLOCATION TO ELIGIBLE SCHOOLS

<u>Attendance Area</u>	<u>Total Enrollment</u>	<u>Children from Low-Income Families</u>		<u>Total</u>	<u>Percent Poor</u>	<u>Eligible Schools</u> 1 = Yes 0 = No	<u>Attendance Area Allocation</u> (No. of Poor) <u>X \$700</u>	<u>Allocation Generated By Public School Poor Children</u>	<u>Allocation Generated By Private School Poor Children (1)</u>
		<u>Public</u>	<u>Private</u>						
LEA Total	14,059	6,767	100	6,867	LEA AVG. 48.84%	7	\$3,913,700	\$3,834,900	\$78,799
Violet Hill	870	850	20	870	100.00%	1	\$914,074	\$893,061	\$21,013
Oakdale	276	202	8	210	76.09%	1	\$220,639	\$212,233	\$8,405
Elmwood	951	591	24	615	64.67%	1	\$646,156	\$620,940	\$25,216
Valley View	696	444	0	444	63.79%	1	\$466,493	\$466,493	\$0
Hobson	601	367	10	377	62.73%	1	\$396,099	\$385,592	\$10,507
Berlieth	933	550	5	555	59.49%	1	\$583,116	\$577,863	\$5,253
Davis	1,134	646	8	654	57.67%	1	\$687,123	\$678,718	\$8,405
Indian Rock	1,695	815	0	815	48.08%	0	\$0		
Roosevelt	203	95	0	95	46.80%	0	\$0		
Takoma	1,080	487	6	493	45.65%	0	\$0		
Camp Springs	1,026	449	14	463	45.13%	0	\$0		
White Hill	857	293	3	296	34.54%	0	\$0		
Bannaker	874	299	2	301	34.44%	0	\$0		
Eastern	490	142	0	142	28.98%	0	\$0		
Taft	2,073	509	0	509	24.55%	0	\$0		
Wilson	300	28	0	28	9.33%	0	\$0		

- (1) The LEA must reserve the amount of funds generated by private school children and in consultation with appropriate private school officials may (1) combine those amounts to create a pool of funds from which the LEA provides equitable services to eligible private school children in greatest need of those services; or (2) provide equitable services to eligible children in each private school with the funds generated by children from low-income families who attend that private school.

PAYMENT STATUS SCREEN

Fiscal Year: 2008-2009 <input type="button" value="Go"/>	Form: Payment Status <input type="button" value="Go"/> <input type="button" value="Exit"/>
Enter District Number; or, Full or Partial Name <input type="text"/> <input type="button" value="Go"/>	District: 0000 Name: Your Comm School District

From the dropdown menu, select the Payment Status screen and click **GO**.

TITLE I 2008-2009 Payment Status

You must click UPDATE to save changes. . . the Netscape Print, GO, and EXIT buttons do NOT save changes!

The Payment Status screen will allow the user to access Title I payment history for the district throughout the year. Quarterly payments are made approximately October 1, January 1, and April 1 and will be entered once payment has been issued to the LEA. The user will be able to determine at any time if a quarterly payment has been made, the amount paid, and the cumulative total paid for each approved project. The Quarter 4 payment represents the final payment that will be received after the user has performed the Final Project Budget Completion Process as explained in another section of this reference manual.

NOTE: Please notify Jill Corsbie at 515/281-5315 or jill.corsbie@iowa.gov if any discrepancy arises regarding the payment history recorded on the Payment Status Screen.

Budget Type	Allocation	Approved	Quarter 1	Quarter 2	Quarter 3	Quarter 4	YTD
General Budget	\$864,510	\$826,217					\$0
General Carryover	\$41,370	\$41,366					\$0
Delinquent Budget							\$0
Migrant Budget							\$0
Total	\$905,880	\$867,583					\$0

Title I, Part A payments (General, General Carryover, Local Delinquent and SINA Budgets) should all use revenue source code 4501. Title I, Part C payments for Migrant Budgets should use revenue source code 4503.

Schedule of Title I Payments				
Budget Type	Quarter 1	Quarter 2	Quarter 3	Quarter 4
General Budget	25%	25%	25%	Based upon final expenditures
General Carryover	100%	Complete final certification process after expenditures have been made		
Delinquent Budget	25%	25%	25%	Based upon final expenditures
Migrant Budget	25%	25%	25%	Based upon final expenditures

STATEMENT OF AGREEMENT SCREEN

NOTE: If your district provides Title I service to a private school, the Statement of Agreement screen must be completed in order to receive Title I funding.

Section 1120 of NCLB mandates Title I services for children in private schools under Title I of ESEA. In summary, the key provisions of the legislation stipulate that:

1. Any district serving a private school must complete the Within District Targeting of Funds screen of the Title I electronic Internet application.
2. Services in private schools are provided to academically eligible students who reside in a Title I funded school attendance area.
3. Title I funds for service in a private school are based on the documented student poverty count in the private school.
4. Title I services in a private school must be equitable to those provided in the public school—as funds described above allow.
5. Equipment and supplies purchased for use in a private school are the property of the public school through which the Title I dollars flow.
6. Title I dollars never go directly to private schools; the public school is always the fiscal agent.
7. Multiple private schools in a LEA may pool funds and provide services as a single entity.
8. Public and private schools in the same LEA do not have to provide services to the same grade span group.
9. Title I services in a private school must be operated as Targeted Assistance Programs. Schoolwide Programs in private schools are not allowed under the NCLB law.
10. A district with eligible private schools may not solely provide supplementary materials with Title I funds.

The purpose of the Statement of Agreement is to ensure that the LEA will provide educational services to help educationally disadvantaged children enrolled in private schools meet high standards. All Title I applications covered by this agreement must be in accordance with provisions of P.L. 107-110, pertinent State statutes and opinions of the Attorney General. This agreement may be terminated by mutual consent of both parties at any time during the school year.

The activities covered by this agreement shall be funded through Title I, No Child Left Behind Act of 2001 funds allocated to the LEA and must be supervised and administered by the LEA.

To access this screen, use the dropdown menu to select the Statement of Agreement screen and click the **GO** button.

NOTE: Complete this form for each approved private school in your LEA that has ELIGIBLE Title I children ATTENDING.

Fiscal Year: 2008-2009 <input type="button" value="Go"/>	Form: Statement of Agreement <input type="button" value="Go"/> <input type="button" value="Exit"/>
Enter District Number; or, Full or Partial Name <input type="text"/> <input type="button" value="Go"/>	District: 0000 Name: Your Comm School District

TITLE I 2008-2009 Statement of Agreement

You must click UPDATE to save changes. . . the Netscape Print, GO, and EXIT buttons do NOT save changes!

Official Name of Private School		Private School
Authorized Representative:	Name of Contact <input type="text"/>	Title: <input type="text" value="Principal"/>
Will the school participate in the Title I program		<input type="text" value="Pick one"/> (Yes or No)

Location of Title I service	<input type="text" value="Pick one"/> (At a Neutral Site, Within the Private School, Within a Public School, No Service)
The date of the face-to-face meeting of the public and private school administrators that must be held to discuss services to be provided to the private school, private student eligibility for Title I services, and evaluation of the Title I services provided to the private school. Please enter a valid date between 07/01/2008 and 06/30/2009, and not post-dated after today's date. Sample date-entry style: 3/06/2009	Date: <input type="text"/>
The private school representative will be consulted before the LEA makes any decision that affects the opportunities of eligible private school children to participate in the LEA's Title I project	<input type="text" value="Pick one"/> (Yes or No)
Services provided to private school children are equitable in comparison to services for public school children participating in Title I.	<input type="text" value="Pick one"/> (Yes or No)
Private schools have been made aware of the required allocation procedure. Carryover funds have been added to the regular allocation before calculating the per pupil amount for public and private service.	<input type="text" value="Pick one"/> (Yes or No)

The Statement of Agreement screen will include a form for each accredited private school within the LEA. The name of the private school is automatically entered on the form. The user should enter the name and title of the authorized private school representative.

Districts that have eligible private schools within their boundaries must respond to the question regarding private school participation. The form defaults to "Pick One" responses to each question. **If the private school has declined Title I service, select "No" for the question on participation and "No Service" should appear in the next question; no other responses are necessary.**

If the district is providing service to a private school, at the first question the user should enter the date the private school representative was contacted regarding Title I services and select the appropriate response for each of the additional questions. **NOTE:** The date the user contacted the private school representative regarding Title I services must be a date **between July 1, 2008, and the current date.**

Questions regarding private school service should be addressed to Paul Cahill at 515/281-3944 or paul.cahill@iowa.gov.

INSTRUCTIONS FOR COMPLETING DELINQUENT APPLICATION

CHILDREN LIVING IN LOCAL INSTITUTIONS FOR DELINQUENT CHILDREN TITLE I, PART D of NCLB

For technical assistance with local delinquent education programs, contact the Title I consultant for your particular AEA (see Title I Staff and Responsibilities).

Applicant agencies that have received prior approval by the State Education Agency (SEA) as eligible to receive Part D of Title I funding must complete this application to receive those funds. This application may be accessed through the Title I electronic Internet application at www.edinfo.state.ia.us. The user must enter the district Title I login and password as designated in the allocation notification letter to the district Superintendent's office. **NOTE:** The BEDS password will not give access to the Title I electronic Internet application.

Completion of the Project Staff Assignments, Delinquent Application, Delinquent Budget and Delinquent Narrative screens together with the Applicant Agency's Title I Annual Application and the LEA's Comprehensive School Improvement Plan, encompasses the basic requirements of the Title I legislation connected with the education of local delinquent children including assurances, lobbying and debarment, student data and budget.

NOTE: Complete these screens to apply for available local delinquent funds. The Delinquent Application should reflect a composite look at all delinquent facilities covered by this application. Please complete the Delinquent Budget screen and Delinquent Budget Detail screen to reflect the combined budgets of all delinquent facilities in your school district that will receive Title I funding.

✓ **TIP:** Click the Update button often to avoid losing data.

DELINQUENT APPLICATION SCREEN

NOTE: If your LEA receives local delinquent funding, you must complete the Delinquent Application screen in order to receive local delinquent Title I funding.

Fiscal Year: 2008-2009 <input type="button" value="Go"/>	Form: Delinquent Application <input type="button" value="Go"/> <input type="button" value="Exit"/>
Enter District Number; or, Full or Partial Name <input type="text"/> <input type="button" value="Go"/>	District: 0000 Name: Your Comm School District

NOTE: The local delinquent application screens will only be available if your LEA receives local delinquent funding. Select the Delinquent Application screen from the dropdown menu and click the **GO** button.

TITLE I

2008-2009 Delinquent Application

ALL REQUIRED SCREENS MUST BE COMPLETED BEFORE THE TITLE 1 OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.

You must click UPDATE to save changes. . . the Netscape Print, GO, and EXIT buttons do NOT save changes!

CHILDREN LIVING IN LOCAL INSTITUTIONS FOR DELINQUENT CHILDREN
TITLE I, PART D of IASA

LEA INFORMATION

Name and Address of Authorized Agency	Your Comm School District Mailing Address City, State, Zip AEA: 10
Name, Title and Mailing Address of Contact Person	Name: Title: Address1: Address2: City: State: Zip: - FAX: - - Telephone: - - Extension: Email: Email Address Examples: yourname@ispservice.com Email Address Examples: your.longname@long.isp.service.com

The legal name and address of the LEA will be entered automatically. The contact person is the individual who will be contacted about information given in this application. Please enter his/her name, mailing address, office telephone number including extension if applicable, FAX number (if available), and e-mail address.

DELINQUENT FACILITY INFORMATION

Name:	
Location:	
Title 1 Allocation:	
Title 1 Budget Amount:	

The name, location and allocation of all local delinquent institution within the LEA receiving funding for the current school year will be displayed. Enter the budgeted amount for each facility in order to reflect a composite look at the local delinquent facilities covered by this application. If no service is being provided, a "0" is required in the budget amount field. When all required information has been completed, click the **Update** button to save the information.

PROJECT STAFF ASSIGNMENTS SCREEN

Fiscal Year: 2008-2009 <input type="button" value="Go"/>	From: Staff Assignments <input type="button" value="Go"/> <input type="button" value="Exit"/>
Enter District Number; or, Full or Partial Name <input type="text"/> <input type="button" value="Go"/>	District: 0000 Name: Your Comm School District

From the dropdown menu, select the Staff Assignments screen and click **GO**.

On the Project Staff Assignment screen, you will find a column to enter the number of staff assignments for which salary payments will be made from Title I funds for services to local delinquent children in this project. If staff salary is not being paid with Title I Part D funding, please enter a zero (0) in the appropriate column on the Project Staff Assignments screen. Refer to the Project Staff Assignments screen section in this reference manual for definitions of each staff category.

Staff Funded by Combined General Budget and Carryover Indicate Title I Staff, Only, for All Entries						
	REGULAR TERM STAFF				SUMMER TERM STAFF	LOCAL NEGLECTED and/or DELINQUENT STAFF
	PUBLIC		PRIVATE			
	WHOLE NUMBER	FTE	WHOLE NUMBER	FTE	WHOLE NUMBER	
CERTIFIED						
EDUCATIONAL ASSOCIATES						
SUPPORTIVE						
TOTAL						

If educational associates are being paid with local delinquent funds, the user must also complete the Title I Educational Associates section on the Project Staff Assignments screen as appropriate. **NOTE:** You are no longer required to report FTE for staff paid with local delinquent funds. When the local delinquent staff information is complete, click the **Update** button.

DELINQUENT BUDGET SCREEN

NOTE: If your LEA receives local delinquent funding, you must complete the Delinquent Budget screen in order to receive local delinquent Title I funding.

Fiscal Year: 2008-2009 <input type="button" value="Go"/>	Form: Delinquent Budget <input type="button" value="Go"/> <input type="button" value="Exit"/>
Enter District Number; or, Full or Partial Name <input type="text"/> <input type="button" value="Go"/>	District: 0000 Name: Your Comm School District

Select the Delinquent Budget screen from the dropdown menu and click **GO**.

NOTE: Please complete this budget to reflect the combined budgets of all delinquent facilities in your school district that will receive Title I funding.

Local Delinquent Education program funds require separate accounting. **Do not** include these figures in the Title I Current Project Budget. **Do not** include local neglected funds on the local delinquent budget.

There are two Local Delinquent Education budget screens: (1) the Delinquent Budget screen that includes the Title I Local Delinquent Project Budget which represents the total amounts requested and (2) a Delinquent Budget Detail screen which provides a detailed account of expenditures to be incurred. Round all numbers to the nearest dollar. Complete the Detail Budget to reflect the total budget request for all local delinquent facilities that will receive Title I service in the current school year. The project budget total applied for on the Title I Local Delinquent Project Budget cannot exceed the total LEA Title I local delinquent allocation.

NOTE: You are no longer required to report FTE on the budget detail screen.

The directions previously provided for the General Budget screen can be used to assist the user in completing the Delinquent Education Budget screen. Explanation of the expenditure categories in the Local Delinquent Education Project Budget can be found under the General Budget screen section in this reference manual.

TITLE I

2008-2009 Delinquent Budget

ALL REQUIRED SCREENS MUST BE COMPLETED BEFORE THE TITLE 1 OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.

You must click UPDATE to save changes. . . the Netscape Print, GO, and EXIT buttons do NOT save changes!

✓ **TIP: Click Update often to avoid losing your data.**

TITLE I LOCAL DELINQUENT EDUCATION PROJECT BUDGET (Round to the nearest dollar)

(ROUND TO NEAREST DOLLAR)		OBJECTS						
FUNCTION	EXPENDITURE ACCOUNTS	SALARIES	EMPLOYEE BENEFITS	PURCHASED SERVICES	SUPPLIES	PROPERTY	OTHER EXPENSES/ OTHER USES OF FUNDS	TOTAL
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
		100	200	300-500	600	700	800-900	
1000	Instruction							
2200	Instructional Staff Support Services							
2300	Administration Support Services							
2700	Student Trans-portion Services							
3100	School Nutrition Services							
3300	Community Services (Parent)							
4000	Facilities Acquisition and Construction							
TOTAL PROJECT BUDGET (DO NOT EXCEED THE TITLE I LOCAL DELINQUENT ALLOCATION)								\$

For various reasons, it may become necessary for a LEA to amend the approved budget during the project year. The option for amending the Title I Local Delinquent Budget becomes available electronically once the SEA approves the local delinquent budget. The following is the amendment process for the local delinquent budget:

1. From the Delinquent Budget screen of the Title I electronic Internet application, click the **Add Amendment** button.
2. Complete the new budget by changing only those numbers that need to be changed. The totals will change only after the user clicks the **Update** button.
3. Click the **Update** button to save the new amended budget; then click the **Back to Summary** button to return to the budget screen. You may print a copy of the new budget by clicking on the **Netscape Print** button.
4. Certify the amended budget by clicking the **Certify** button.

The amended budget will then go through the approval process at the State Title I office. As budget amendments are approved, necessary adjustments in payments will automatically be made.

NOTE: The original budget will be available following an amendment process by using the dropdown menu on the local delinquent budget table.

DELINQUENT NARRATIVE SCREEN

NOTE: If your LEA receives Title I local delinquent funding, the user must complete the Delinquent Narrative screen in order to receive funding.

Fiscal Year: 2008-2009 <input type="button" value="Go"/>	Form: Delinquent Narrative <input type="button" value="Go"/> <input type="button" value="Exit"/>
Enter District Number; or, Full or Partial Name <input type="text"/> <input type="button" value="Go"/>	District: 0000 Name: Your Comm School District

From the dropdown menu, select the Delinquent Narrative screen and click **GO**.

If the LEA is providing Title I service to a local delinquent facility with Title I local delinquent funding, the Delinquent Narrative screen must be completed. The user must describe how the services provided to any local delinquent facility with Title I local delinquent funding would be used to meet the transitional and academic needs of students so that they may return to local district or alternative education programs. **NOTE:** The Delinquent Narrative screen must be completed in order to certify the local delinquent budget and receive funding.

When the Delinquent Narrative screen is complete, click the **Update** button. The user may print the completed narrative by clicking the **Print Summary** button and the printer icon on the browser.

INSTRUCTIONS FOR COMPLETING MIGRANT EDUCATION APPLICATION

MIGRANT EDUCATION PROGRAM (MEP) TITLE I, PART C of NCLB

For migrant education program technical assistance, contact Donna Eggleston at 515/281-3999 or donna.eggleston@iowa.gov.

This form must be completed by Applicant Agencies that have received prior approval by the State Education Agency (SEA) to receive Part C of Title I - Education of Migratory Children funding. This application may be accessed through the Title I electronic Internet application at www.edinfo.state.ia.us. The user must enter the district Title I login and password as designated in the allocation notification letter to the district Superintendent's office. **NOTE:** The BEDS password will not give access to the Title I electronic Internet application.

The Migrant Education Application, Project Staff Assignments, Migrant Budget, Migrant Budget Detail, and Migrant Narrative screens together with the LEA's Title I Annual Application and the LEA's Comprehensive School Improvement Plan, encompasses the basic requirements of the Title I legislation connected with the education of migratory children including assurances, lobbying and debarment, student data, and budget.

NOTE: LEAs receiving Title I Migrant Education funding must participate in the development of the LEA's Comprehensive School Improvement Plan.

MIGRANT EDUCATION APPLICATION SCREEN

NOTE: If your LEA receives migrant education funding, you must complete the Migrant Education Application screen in order to receive migrant education Title I funding.

Fiscal Year: 2008-2009 <input type="button" value="Go"/>	Form: Migrant Education Application <input type="button" value="Go"/> <input type="button" value="Exit"/>
Enter District Number; or, Full or Partial Name <input type="text"/> <input type="button" value="Go"/>	District: 0000 Name: Your Comm School District

The migrant education screens will only be available if the LEA receives Title I Migrant Education, Part C funding. From the dropdown menu, select the Migrant Education Application screen and click **GO**.

TITLE I 2008-2009 Migrant Education Application MIGRANT EDUCATION PROGRAM (MEP) TITLE I, PART C of IASA

You must click UPDATE to save changes. . . the Netscape Print, GO, and EXIT buttons do NOT save changes!

Application Period: ☐ Regular Term ☐ Summer Term

The user only completes this screen if the LEA receives Title I Migrant Education Program funding. The period of time covered by the application needs to be reported. Check the appropriate box or boxes that apply to your Migrant Education Project for the current funding period.

✓ **TIP:** Click the Update button often to avoid losing data.

Name and Address of Authorized Agency	Your Comm School District
	Mailing Address
	City, State, Zip
Name, Title and Mailing Address of Contact Person	Name: Title: Address1: Address2: City: State: Zip: - FAX: - - Telephone: - - Email:

The legal name and address of the agency will be automatically displayed. The contact person is the individual who will be contacted about information given in this application. Please enter his/her name, mailing address, office telephone number, agency FAX number and e-mail address (if available).

Areas of Impact (Name of Cities and Counties)

		Add New Area
City	County	Type DEL to delete

The LEA must report the cities and counties to be served by the migrant education program. As indicated by #1, the user should enter the cities and counties to reflect areas of impact from this particular migrant education program. In the event that the user enters a city and county and then determines that will not be an area of impact, the user may type DEL as indicated by #2 to delete an area that will **not** be impacted in this school year. The user may click the **Add New Area** button, as indicated by #3, to enter the name of cities and counties not shown that **will be** impacted or covered by Title I Migrant Education service.

✓ **TIP: This is a required section and must be completed before you can complete the application.**

PROJECT STAFF ASSIGNMENTS SCREEN

NOTE: If your LEA receives migrant education funding, you must complete the Project Staff Assignments screen in order to receive migrant education Title I funding.

Fiscal Year: 2008-2009 <input type="button" value="Go"/>	Form: Staff Assignments <input type="button" value="Go"/> <input type="button" value="Exit"/>
Enter District Number; or, Full or Partial Name <input type="text"/> <input type="button" value="Go"/>	District: 0000 Name: Your Comm School District

From the dropdown menu, select the Staff Assignments screen and click **GO**.

Staff Funded by Combined Migrant Budget and Carryover
Indicate Title I Staff, Only, for All Entries

	REGULAR TERM STAFF			SUMMER TERM STAFF		
	WHOLE NUMBER	FTE	BILINGUAL	WHOLE NUMBER	FTE	BILINGUAL
CERTIFIED	1	.8	1	0	0	0
EDUCATIONAL ASSOCIATES	0	0	0	0	0	0
RECRUITERS	0	0	0	0	0	0
SUPPORTIVE	0	0	0	0	0	0
TOTAL	1	0.80	1	0	0.00	0

On the Project Staff Assignments screen, enter the number of staff assignments for which salary payments will be made from migrant education funds for services to be performed in either the regular and/or summer term. Also complete full-time equivalency (FTE) for staff assignments for the regular and summer terms. The FTE of a staff member must reflect part of a staff member's salary paid by migrant education. Carry this figure (FTE) to the nearest tenth of a percent (e.g. 3.4). If your LEA receives funding for a SEA approved recruiter's salary, please show the appropriate FTE. When reporting migrant education program staff, the user must also indicate how many within each category are Bilingual. See the Project Staff Assignments screen section of this reference manual for definitions of each staff category.

✓ **TIP: Be sure to click Update to save data before moving on to the next screen.**

MIGRANT EDUCATION BUDGET SCREEN

NOTE: If your LEA receives migrant education funding, you must complete the Migrant Education Budget screen in order to receive migrant education Title I funding.

Fiscal Year: <input type="text" value="2008-2009"/> <input type="button" value="Go"/>	Form: <input type="text" value="Migrant Budget"/> <input type="button" value="Go"/> <input type="button" value="Exit"/>
Enter District Number; or, Full or Partial Name <input type="text"/> <input type="button" value="Go"/>	District: 0000 Name: Your Comm School District

Select the Migrant Budget screen from the dropdown menu and click **GO**.

TITLE I

2008-2009 Migrant Budget

ALL REQUIRED SCREENS MUST BE COMPLETED BEFORE THE TITLE 1 OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.

You must click UPDATE to save changes. . . the Netscape Print, GO, and EXIT buttons do NOT save changes!

Lookup Budget by Amendment indicates that amounts have not yet been entered in the budget detail and updated.	<div>1</div> <input type="text" value="Unavailable"/> <input type="button" value="Go"/>	District Certified: Consultant Approved: Admin. Consultant Approved: District Certified As Final: State Approved As Final:
View Budget Detail	<div>2</div> <input type="button" value="Go to Detail"/>	

NOTE: If “Unavailable,” indicated by #1 above, appears in the lookup box on the Migrant Budget screen, it indicates that the LEA has not yet entered amounts in the Migrant Education Budget Detail screen. To access the Migrant Budget Detail screen, click on the **Go to Detail** button indicated by #2 above.

TITLE I MIGRANT EDUCATION PROJECT BUDGET (Round to the nearest dollar)

(ROUND TO NEAREST DOLLAR)		OBJECTS						
FUNCTION	EXPENDITURE ACCOUNTS	SALARIES	EMPLOYEE BENEFITS	PURCHASED SERVICES	SUPPLIES	PROPERTY	OTHER EXPENSES/ OTHER USES OF FUNDS	TOTAL
(1)	(2)	(3) 100	(4) 200	(5) 300-500	(6) 600	(7) 700	(8) 800-900	(9)
1000	Instruction							
2200	Instructional Staff Support Services							
2300	Administration Support Services							
2600	Operation and Maintenance of Plant							
2700	Student Transportation Services							
3100	School Nutrition Services							
3300	Community Services (Parent)							
4000	Facilities Acquisition and Construction							
TOTAL PROJECT BUDGET (NOT TO EXCEED MIGRANT ALLOCATION)							\$	

There are two Migrant Education budget forms with this application: (1) a Title I Migrant Project Budget on the Migrant Budget screen which represents the total amounts requested and (2) a Migrant Detail Budget screen which provides a detailed account of expenditures to be incurred. Enter all expenses on the Detail Budget to be automatically transferred to the Title I Migrant Project Budget. Do not enter any figures in the “Total” fields, as totals will be completed as figures are entered into categories. Round all amounts to the nearest dollar.

NOTE: You are no longer required to report FTE on the budget detail screen.

Explanation of the expenditure categories in the Migrant Education Project Budget can be found under the General Budget screen section in this reference manual.

For various reasons, it may become necessary for a LEA to amend the approved budget during the project year. The option for amending the Title I Migrant Budget becomes available electronically once the SEA approves the migrant budget. The following is the amendment process for the migrant education budget:

1. From the Migrant Education Budget screen of the Title I electronic Internet application, click the **Add Amendment** button.
2. Complete the new budget remembering to re-enter those figures that remain the same as they appeared on the original budget.
3. Click the **Update** button to save the new amended budget; then click the **Back to Summary** button to return to the budget screen.
4. Certify the amended budget by clicking the **Certify** button.

The amended budget will then go through the approval process at the State Title I office. As budget amendments are approved, necessary adjustments in payments will automatically be made. **NOTE:** The original budget will be available following an amendment process by using the dropdown menu on the migrant budget table.

MIGRANT PROGRAM NARRATIVE SCREEN

NOTE: If your LEA receives migrant education funding, you must complete the Migrant Program Narratives screen in order to receive migrant education Title I funding.

Fiscal Year: 2008-2009 <input type="button" value="Go"/>	Form: Migrant Narrative <input type="button" value="Go"/> <input type="button" value="Exit"/>
Enter District Number; or, Full or Partial Name <input type="text"/> <input type="button" value="Go"/>	District: 0000 Name: Your Comm School District

From the dropdown menu, select Migrant Narrative screen and click **GO**.

TITLE I 2008-2009 Migrant Narrative

You must click UPDATE to save changes. . . the Print Summary, GO, and EXIT buttons do NOT save changes!

The user completes each narrative on this screen to provide a general description of the Migrant Education Program to be implemented in your LEA as cited in the Migrant Education Application. While the text boxes provided contain adequate space to provide complete responses, there is a limit to the amount of information that can be entered in the narrative boxes.

✓ **TIP: Update often to avoid losing data.**

Your description must address the following questions:

1. Describe the LEA's process for recruiting and identifying eligible migrant students.
2. How will the LEA use MEP resources to implement the program?
3. Describe the LEA's plan for involving the parents of migrant students in the Migrant Education Program.
4. Describe the services to be delivered to migrant students and their families. Include any partnerships with local agencies that support these services.
5. Describe the measurements used by the LEA to assess the academic achievement of migrant students. Include the testing accommodations used for students who are not English-proficient.

The user will be able to print the complete narrative response by clicking on the **Print Summary** button and then the printer icon.

✓ **TIP: The Migrant Narrative screen and Project Staff Assignments screen must be completed in order to certify the migrant budget and receive funding.**

INSTRUCTIONS FOR SCHOOLWIDE PROGRAMS TITLE I of NCLB

For schoolwide program information or technical assistance, contact Sandy Johnson at 515/281-3965 or sandra.johnson@iowa.gov.

At the heart of the No Child Left Behind Act of 2001 is a section that encourages LEAs to consolidate Federal funds to upgrade the entire educational program of eligible high poverty schools. These **schoolwide programs (SWPs)** provide the flexibility schools need to assist all students to meet the proficient or advanced levels of local academic achievement standards.

SCHOOL ELIGIBILITY

Since the 2002-2003 school year, the SWP option has been available to schools that serve **40 percent** or more students from low-income families in their school or attendance area—provided the LEA has adequate funding to operate an effective program.

SWP BENEFITS

An eligible school, in consultation with its LEA, makes the decision to become a schoolwide program. Once that decision is made, a school remains a SWP for the remainder of the current legislation or until the decision is reversed. The school maintains its schoolwide status even if the poverty threshold in their attendance area falls below the 40 percent level. Since the decision to “go schoolwide” is a long-term decision, eligible schools often want to consider the benefits of becoming a SWP.

Proponents have suggested that SWPs have the following advantages:

- ◆ *SWPs offer more service delivery options for Title I and other Federal program services;*
- ◆ *“Title I students” are not singled out;*
- ◆ *Student needs can be met more effectively;*
- ◆ *Federal program resources are available to all students;*
- ◆ *SWPs offer greater staffing flexibility;*
- ◆ *Professional development activities can be extended to more staff;*
- ◆ *Federal programs can be integrated and coordinated with State and local initiatives.*

SWP USE OF FUNDS

LEAs with eligible SWPs may consolidate Title I, Part A funds with most other Federal noncompetitive formula grant program funds. Typically, these other Federal funding sources might include:

- Title I, Part C—Education of Migratory Children (except that migrant education funds must first be used, in consultation with migrant parents, to address the needs of migrant children);
- Title I, Part D, Subpart 2—Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At Risk;
- Title IV, Part A, Subpart 1—Safe and Drug-Free Schools and Communities;

Part (c) of section 1114 makes it clear that **SWPs may use their funds to establish or enhance prekindergarten programs** for children under six, such as Even Start or Early Reading First.

SWP PLANS (The Written Document)

Any eligible school that desires to operate a SWP must develop (or amend) a comprehensive plan for reforming the total instructional program in the school. New schoolwide guidance from the U.S. Department of Education (<http://www.ed.gov/policy/elsec/guid/designingswpguid.doc>) emphasizes that the schoolwide plan must be updated annually – that it is a living document. The new ED schoolwide guidance gives more focus to evaluation. In particular, it states that the initial stages of schoolwide planning – needs assessment and preparation of the plan – involve setting the stage for later evaluation. In other words, when preparing a needs assessment, a school or LEA should identify how it can establish benchmarks for a plan, and when preparing a plan, it should build in a feedback loop that uses evaluation results to improve implementation. The guidance also highlights the importance of the following:

- Establishing annual priorities in the planning section. Don't tackle everything in the needs assessment at once; pick the top three needs and address those. The plan should be comprehensive, embracing all grades and all subjects.
- The criteria for success can be an increase in achievement or an increase in activities that lead to student achievement, such as parental involvement or professional development of highly qualified teachers.
- Having two questions for evaluation: Is it being implemented correctly?; and, Is it effective?
- Using outside reviewers for evaluation – if not every year, perhaps every two years.

Beginning in the fall of 2006, all schoolwide buildings must annually submit a revised schoolwide plan to the Iowa Department of Education. Close attention should be paid to the inclusion of all components in the updated plans. This plan must include:

1. **The ten components** outlined below and how they will be implemented;
2. **A list** of related state and federal programs to be included in the SWP;
3. **A description** of how the school will use its consolidated resources to implement the SWP components;
4. **A description** of how the school will provide individual student assessment results to parents in a language and format the parents can understand;
5. **A description** of the annual evaluation process for SWP.
6. **A list** of the SWP committee members.
7. **The completed** Title I SWP Checklist. (A copy of the SWP Checklist is at the end of this section.)

All Iowa Title I schoolwide programs need to submit their updated plans for 2008-2009 **by September 30, 2008**. Each new/revised plan must include that it is for the 2008-2009 school year and the correct grade levels for its building. A completed SWP Checklist must accompany the schoolwide plan, which may be submitted electronically by e-mail to sandra.johnson@iowa.gov or by mail to Title I, Iowa Department of Education, Grimes State Office Building, 400 E 14th Street, Des Moines, IA 50319-0146.

NOTE: Submission of the schoolwide plan **does not** replace the required participation in the development of the LEA's Comprehensive School Improvement Plan (CSIP).

SWP COMPONENTS

All SWPs must include the following ten components: (http://www.ed.gov/pubs/Idea_Planning/index.html)

1. **A comprehensive needs assessment of the whole school that is based on the achievement of children in relation to state/local academic achievement standards.**
 - a) Provide a brief description of the school, attendance area, and surrounding community.
 - b) Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, migrant, Limited English Proficient, as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.
 - c) Summarize strength and needs of the school's current educational program.
 - d) As a result of this current comprehensive needs assessment, list by priority the specific need areas and objectives to be addressed this year of the schoolwide plan.
2. **Implementation of schoolwide reform strategies that—**
 - a) Provide opportunities for all children to meet proficient and advanced levels of academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically based research (SBR) that:
 - i) strengthen the core academic program;
 - ii) increases the amount and quality of learning time;
 - iii) includes strategies for serving underserved populations;
 - iv) includes strategies to address the needs of all children in the school, but particularly low-achieving children and those at risk of not meeting state/local standards. These strategies may include mentoring, counseling, pupil services, college and career awareness and preparation, personal finance education, innovative teaching methods such as team teaching or applied learning, and the integration of vocation and technical education;
 - v) addresses how the school will determine if those needs of the children have been met; and
 - vi) are consistent with and are designed to implement state/local improvement plans.
3. **Instruction by highly qualified teachers in all core content area classes.**
 - a) Describe how the school will ensure a highly qualified professional staff is employed at the school and how the staff will be employed in a manner that best enhances this schoolwide plan.
 - b) Ensure that all paraprofessionals (regardless of funding source) employed at this school meet the NCLB qualification. Documentation must be kept on file at the school.

4. **High quality and ongoing professional development for teachers, principals and paraprofessionals based on scientifically based research.**
 - a) Describe the process of determining the professional development needs of all principals, teachers, paraprofessionals, and others (pupil services personnel, parents, and others) as appropriate in this Title I schoolwide program to enable all children to meet local academic achievement standards. (Sufficient resources must be used to effectively carry out these activities.)
 - b) Describe how the school will implement high quality and ongoing professional development.
5. **Strategies to attract high-quality, highly qualified teachers to this school.**
6. **Strategies to increase parent involvement, such as family literacy services.**
 - a) Describe how parents will be involved in the design, implementation, and evaluation of the schoolwide program.
 - b) Describe how parents will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision making opportunities about their child's education.
 - c) List specific training activities and decision making opportunities for parents. (Include meeting dates for the planning, implementation and evaluation of the Parent Involvement Policy, compacts and school plan.)
 - d) Describe the yearly parental evaluation of the schoolwide program and how this information is used to improve the plan.
7. **Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a State-run preschool program.**
 - a) Describe the plans for assisting children in any stage of transition.
8. **Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.**
 - a) Describe measures in the State plan designed in order to improve the achievement of individual students and the overall instructional program.
9. **Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement standards are provided with effective, timely additional assistance.**
 - a) Include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. **Coordination and integration of federal, state and local services and programs** (could include programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical training programs).
 - a) Schoolwide programs are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping students reach proficient and advanced levels of achievement.

Annual Evaluation Process - In addition to the ten required components, the schoolwide plan must include the following with respect to the annual evaluation process for schoolwide programs:

- ❖ The school must evaluate annually the outcomes and the plan's implementation to determine whether the academic achievement of all students, and particularly of the low-achieving students, improved; whether the goals and objectives contained in the plan were achieved; and if the plan is still appropriate as written. In addition, the schoolwide plan must describe how the school will provide individual student assessment results, including the interpretation of those results, to parents of the student.
- ❖ Describe how the results of annual evaluation of the effectiveness of this schoolwide plan will be used to make revisions to the plan to ensure continuous improvement of students in this schoolwide program.

NEWLY ELIGIBLE SCHOOLS

Newly eligible schools will initiate a one-year schoolwide planning process. Schools wishing to begin the planning process should inform the state Title I office of this intention by phone or e-mail and fill out the "Schoolwide Indication of Planning" screen on the Title I application web site. During the planning year, the school must continue to operate as a Targeted Assistance program. A SWP planning team must be established. The team must include parents, other members of the community to be served, and individuals who will carry out the plan, including teachers, building principals, administrators, and all Title I program administrators, and, if appropriate, pupil services personnel, technical assistance providers, school staff, and students, if the plan relates to a middle or secondary school.

The finished plan is in effect for the duration of the current legislation or until a building decision is made to return to targeted assistance status. The SWP plan should be reviewed and revised annually by the schoolwide committee. The plan must be available to parents and the public in an understandable and uniform format, and, to the extent practicable, in a language that parents can understand. Copies of the plan should be on file and available at the district central office

and at the building level. A copy of the SWP plan must also be submitted to the Title I Office, Iowa Department of Education, Grimes State Office Building, 400 E 14th Street, Des Moines, IA 50319-0146.

EXISTING SCHOOLWIDE PROGRAMS

All existing schoolwide programs must amend their current schoolwide program plans to include the new requirements of NCLB. The SWP committee should review the expectations of NCLB and amend the entire plan as appropriate with particular attention to the scientifically based research requirements. All ten components must be addressed in the updated plans. (See above for an inclusive list of SWP requirements.) New schoolwide guidance from the US Department of Education emphasizes that the schoolwide plan must be updated annually and include that it is for the 2008-2009 school year and the correct grade levels for its building. A copy of the revised SWP plan and completed SWP Checklist must be submitted to the Title I Office, Iowa Department of Education, Grimes State Office Building, 400 E 14th Street, Des Moines, IA 50319-0146 or e-mailed to sandra.johnson@iowa.gov no later than September 30, 2008.

PARAPROFESSIONALS AND SWP

The paraprofessional requirements outlined in NCLB are applicable to ALL paraprofessionals employed in a school operating a SWP regardless of funding sources (e.g. paraprofessionals paid with special education funds, general funds and/or Title I funds). Refer to Public Law 107-110, which can be found at <http://www.ed.gov>.

PARENT INVOLVEMENT AND SWPs

The parent involvement requirements for Title I are the same for schoolwide programs and targeted assistance programs. Because each student in a SWP is considered a Title I student, the parent involvement requirements pertain to ALL students in the school. This includes the Parent-School Compact, the Title I Parent Involvement Policy, and the annual parent meeting. SWP plans should reflect how parents provide input into the planning and implementation of the program. An annual evaluation of the Title I Parent Involvement Program is required.

PRIVATE SCHOOLS AND SWP

Private schools do not have the option of operating schoolwide programs and may only operate as a targeted assistance program.

ADDITIONAL CONSIDERATIONS OF SWPs

The purpose of operating a schoolwide program is to ensure that ALL students benefit from this organizational structure. That does not mean that every child receives individual services. But rather that professional development activities, material purchases, scheduling changes, and personnel decisions can impact the learning opportunities for EVERY child. In order for a schoolwide plan to meet expected guidelines, it MUST reflect programming that is substantially different than the typical targeted assistance program.

COMPARISON OF TARGETED ASSISTANCE AND SCHOOLWIDE PROGRAMS

Title I, Part A

P.L. 107-110

No Child Left Behind

Comparing Title I Service Delivery programs for Title I, Part A

Targeted Assistance Programs (TAP)

Schoolwide Programs (SWP)

<ul style="list-style-type: none"> ◆ A school is eligible for a targeted assistance program if it serves an eligible Title I school attendance area. ◆ With a few exceptions, "eligible attendance area" refers to a school attendance area or school in which the percentage of low-income children in the district as a whole, or is at least 35 percent. 	<ul style="list-style-type: none"> ◆ A school is eligible if it has a poverty level of at least 40 percent and is receiving Title I funding. However, an eligible school is not required to operate a schoolwide program.
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Targeted Assistance Programs (TAP)

Schoolwide Programs (SWP)

<ul style="list-style-type: none"> ◆ No comparable provisions to the SWP. ◆ The LEA plan includes a general description of targeted assistance school activities. ◆ Description of service delivery is indicated through on-line application narratives. 	<ul style="list-style-type: none"> ◆ In order to implement a schoolwide program, an eligible school must first develop a comprehensive plan (in consultations with the LEA and school support team, and with the involvement of the community to be served and the individuals who will carry out the plan) for reforming the total instructional program. ◆ The law requires a one-year planning period. ◆ The schoolwide program requires an annual evaluation. ◆ The written plan will be updated annually and submitted to the State Title I office.
<ul style="list-style-type: none"> ◆ A targeted assistance program school uses Part A funds to support programs for eligible children, i.e. children that are failing or most at risk of failing to meet local academic standards. 	<ul style="list-style-type: none"> ◆ A schoolwide program school uses Part A funds to upgrade the entire educational program of the school. Part A funds can be used to serve all children. ◆ A schoolwide program is not required to identify particular children as eligible to participate in services.
<ul style="list-style-type: none"> ◆ A targeted assistance school <u>must</u> use Part A funds only to supplement, and in no case supplant, the amount of funds that, in the absence of Part A funds, would be made available from non-federal funds for Title I participants. ◆ Services provided with Title I funds must be in addition to the district-required services. ◆ Title I funds may not be used to replace district funds. 	<ul style="list-style-type: none"> ◆ A schoolwide program may use Part A funds only to supplement the amount of funds that would otherwise be available from non-federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency. ◆ A schoolwide program, however, is not required to provide supplemental services to specific children (i.e., a schoolwide program may use Part A funds to serve any and all children in the school). ◆ Title I funds may not be used to replace district funds.
<ul style="list-style-type: none"> ◆ Coordination with other program services is expected. Commingling or combining funds is not permitted. 	<ul style="list-style-type: none"> ◆ In a schoolwide program school, Part A funds may be combined with other federal, state, and local funds to upgrade the entire educational program at the school.
<ul style="list-style-type: none"> ◆ School personnel who are paid with Part A funds may: <ul style="list-style-type: none"> ○ Assume limited duties that are assigned to similar personnel who are not paid with Part A funds, including non-instructional duties, as long as the amount of time spent on these duties is the same proportion of total work time as prevails with respect to similar personnel at the same school; ◆ Participate in general professional development and school planning activities. 	<ul style="list-style-type: none"> ◆ No comparable provisions because there are no distinctions between staff who may be paid with Part A funds and other staff. All staff support the schoolwide program.

Targeted Assistance Programs (TAP)

Schoolwide Programs (SWP)

<ul style="list-style-type: none"> ◆ Paraprofessionals in a Title I Targeted Assistance building must meet NCLB qualifications only if they are paid with Title I funds. ◆ Refer to Public Law 107-110 at http://www.ed.gov 	<ul style="list-style-type: none"> ◆ Paraprofessionals employed in a Title I Schoolwide building must meet NCLB qualification requirements regardless of funding (e.g. paraprofessionals paid with district funds, special education funds, or Title I funds must be qualified). ◆ Refer to Public Law 107-110 at http://www.ed.gov
<ul style="list-style-type: none"> ◆ A targeted assistance school assists participating children in meeting proficient and advanced levels of performance by: <ul style="list-style-type: none"> ○ Coordinating Part A resources with other resources; and ○ Reviewing, on an ongoing basis, the progress of participating children, and revising the targeted assistance program as necessary to help participating children meet LEA standards. 	<ul style="list-style-type: none"> ◆ A schoolwide program school helps all children meet local academic standards ◆ Schoolwide program schools have a great deal of flexibility in coordinating resources. For example, in addition to the provisions stated in the boxes above, the law states that the U.S. Secretary of Education may exempt schoolwide programs from statutory or other regulatory provisions of any other formula or discretionary grant program administered by the Secretary to support schoolwide programs if the intent and purpose of these programs are met.
<ul style="list-style-type: none"> ◆ Targeted assistance school programs are subject to school improvement provisions (§1116 and §1117). 	<ul style="list-style-type: none"> ◆ Schoolwide programs are subject to school improvement provisions (§1116 and §1117).
<ul style="list-style-type: none"> ◆ Targeted assistance school programs must comply with Part A requirements for parent involvement (§1118). 	<ul style="list-style-type: none"> ◆ Schoolwide programs must comply with Part A requirements for parent involvement (§1118). This applies to parents of all children attending the building.
<ul style="list-style-type: none"> ◆ Targeted assistance school programs must comply with Part A requirements for professional development (§1119). 	<ul style="list-style-type: none"> ◆ Schoolwide programs must comply with Part A requirements for professional development (§1119).
<ul style="list-style-type: none"> ◆ Reading teachers must meet Iowa licensure requirements. Contact the Iowa Board of Educational Examiners at http://www.boee.iowa.gov. 	<ul style="list-style-type: none"> ◆ Reading teachers must meet Iowa licensure requirements. Contact Iowa Board of Educational Examiners at http://www.boee.iowa.gov.

Title I Schoolwide Plan Checklist 2008-2009

- Review the Title I Schoolwide Plans to ensure that all requirements listed below have been met.
- Insert the page number where each component can be found in the column to the right.
- Enclose this completed checklist with each Title I Schoolwide plan and submit to the Iowa Department of Education. Plans and checklists may be submitted electronically by e-mail to sandra.johnson@iowa.gov or by mailing to Title I Office, Iowa Department of Education, Grimes State Office Building, 400 E 14th Street, Des Moines, IA 50319-0146. Plans are due Sept. 30, 2008.

Date	
District Name	
School Name	
Building Grade	
Building Principal	

Schoolwide Program Planning & Review Team (Required) This team is responsible for planning, developing, revising, and evaluating the schoolwide plan. The team does not need to be named "Schoolwide Team," but may be a part of an existing leadership or building team. Representation should include building administration, teaching staff, and parents.	List members' names and titles. This committee <u>must</u> include parent representation for this specific building.	
	Name	Title
	Example: Pat Edwards	Third Grade Teacher
Dates this team will meet during 2008-09		

Components of a Schoolwide Plan:	Found on SWP Page #:
1. A comprehensive needs assessment of the entire school http://www.ed.gov/pubs/Idea_Planning/index.html <ul style="list-style-type: none"> ◆ Provide a brief description of the school, attendance area, and surrounding community. ◆ Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, migrant, Limited English Proficient, as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children. ◆ Summarize strength and needs of the schools current educational program. ◆ As a result of this current comprehensive needs assessment, list by priority the specific need areas and objectives to be addressed this year of the schoolwide plan. 	

SWP Components – cont.	SWP Page (s)
<p>2. Implementation of schoolwide reform strategies that:</p> <ul style="list-style-type: none"> • Provide opportunities for all children to meet proficient and advanced levels of student academic achievement. • Use effective methods and instructional strategies that are based on scientifically based research that: • Strengthens the core academic program; • Increases the amount of learning time; • Includes strategies for serving underserved populations; • Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards; • Address how the school will determine if those needs of the children have been met; • Are consistent with and are designed to implement state/ local improvement plans. 	
<p>3. Highly qualified teachers in all core content area classes</p> <ul style="list-style-type: none"> • Describe how the school will ensure a highly qualified professional staff is employed at the school and how the staff will be employed in a manner that best enhances this schoolwide plan. • Ensure that all paraprofessional (regardless of funding source) employed at this school meet the NCLB qualification. Documentation must be kept on file at the school. 	
<p>4. High quality and on-going professional development for teachers, principals, and paraprofessionals</p> <ul style="list-style-type: none"> • Describe the process of determining the professional development needs of all principals, teachers, paraprofessionals, and others as appropriate in this Title I schoolwide program. • Describe how the school will implement high quality and ongoing professional development. 	
<p>5. Strategies to attract high-quality, highly qualified teachers to this school</p>	
<p>6. Strategies to increase parental involvement, such as literary services</p> <ul style="list-style-type: none"> • Describe how parents will be involved in the design, implementation, and evaluation of the schoolwide program. • Describe how parents will receive timely information about the Title I program, how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet and how they will be encouraged to participate in decision making opportunities about their child's education. • List specific training activities and decision-making opportunities for parents. (Include meeting dates for the planning, implementation and evaluation of the Parent Involvement Policy, compacts and school plan.) • Describe the yearly parental evaluation of the schoolwide program and how this information is used to improve the plan 	
<p>7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program</p>	
<p>8. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement</p>	
<p>9. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance</p>	
<p>10. Coordination and integration of federal, state and local services and programs (could include programs under this Act, nutrition programs, housing programs, Head Start, adult education, vocational and technical training programs).</p> <ul style="list-style-type: none"> • Schoolwide programs are expected to use the flexibility available to them to integrate services & programs with the aim of upgrading the entire educational program and helping students reach proficient & advanced levels of achievement. 	
<p>* Annual Evaluation Process</p> <ul style="list-style-type: none"> • The school must evaluate annually the outcomes and the plan's implementation to determine whether the academic achievement of all students, and particularly of the low-achieving students, improved; whether the goals and objectives contained in the plan were achieved; and if the plan is still appropriate as written. In addition, the plan must describe how the school will provide individual student assessment results, including the interpretation of those results, to parents of the student. • Describe how the results of annual evaluation of the effectiveness of this schoolwide plan will be used to make revisions to the plan to ensure continuous improvement of students in this schoolwide program. 	

SCHOOLWIDE OPERATING PROGRAMS SCREEN

NOTE: If your LEA operates a schoolwide program, the Schoolwide Operating Programs screen must be completed in order to receive Title I funding.

Fiscal Year: 2008-2009 <input type="button" value="Go"/>	Form: Schoolwide Operating Programs <input type="button" value="Go"/> <input type="button" value="Exit"/>
Enter District Number; or, Full or Partial Name <input type="text"/> <input type="button" value="Go"/>	District: 0000 Name: Your Comm School District

Select the Schoolwide Operating Programs screen from the dropdown menu and click **GO**.

TITLE I 2008-2009 Schoolwide Operating Programs Section 1114(b) of P.L. 107-110

You must click UPDATE to save changes. . . the Netscape Print, GO, and EXIT buttons do NOT save changes!

The user will complete the Schoolwide Operating Programs screen of the Title I electronic Internet application only if the LEA has one or more Title I buildings that have been approved to operate as a schoolwide program. To be eligible to be approved to operate as a schoolwide building, the building poverty rate must exceed 40% on the Selection of Schools screen and the building must have completed a year of planning prior to being approved. The Schoolwide Operating Programs screen together with the LEA's Title I Annual Application and the LEA's Comprehensive School Improvement Plan encompasses the basic requirements of the Title I legislation connected with the schoolwide programs including assurances, lobbying and debarment, and the schoolwide program plan. This screen may be accessed through the Title I electronic Internet application at www.edinfo.state.ia.us. The user must enter the district Title I login and password as designated in the allocation notification letter to the district Superintendent's office. **NOTE:** The BEDS password will not give access to the Title I electronic Internet application.

NOTE: LEAs receiving Title I funds to implement schoolwide programs must participate in the development of the Comprehensive School Improvement Plan as it relates to Title I. A copy of the current schoolwide plan must be submitted to the State Title I office by September 30, 2008.

LEA INFORMATION

Name and Address of Authorized Agency	Your Comm School District Mailing Address City, State, Zip
Name, Title and Mailing Address of Contact Person	Name: <input type="text"/>
	Title: <input type="text"/>
	Address1: <input type="text"/>
	Address2: <input type="text"/>
	City: <input type="text"/>
	State: <input type="text"/>
	Zip: <input type="text"/> <input type="text"/>
	FAX: <input type="text"/> <input type="text"/> <input type="text"/>
	Telephone: <input type="text"/> <input type="text"/> <input type="text"/>
	Email: <input type="text"/>

The legal name and address of the agency will automatically be displayed. The contact person is the individual who will be contacted about information given in this application. Please enter his/her name, title, mailing address, office telephone number, agency FAX number and e-mail address.

Name of Schoolwide Attendance Center (DO NOT include Targeted Assistance Centers)	Grade Span	Low-Income Percentage	Initial Schoolwide Planning Year	Year Initial Schoolwide Program Began
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To be eligible to implement a schoolwide program in the current year, the building low-income must be at least 40% and the building staff must have participated in a year of planning prior to program implementation. Title I SWP buildings that were identified as schoolwide (status = S) on the Selection of Schools screen, will appear automatically in the above table, which appears at the bottom of the Schoolwide Operating Programs screen. For each SWP building, the user should enter the school year in which initial schoolwide planning took place and the school year when the initial SWP began. **NOTE: This form may only be used after a building has been through a year of planning.**

✓ **TIP: If your LEA is planning to initiate a schoolwide program, you must contact the State Title I office, complete the Schoolwide Indication of Planning screen and operate as a targeted assistance program in the current school year.**

SCHOOLWIDE INDICATION OF PLANNING SCREEN

NOTE: LEAs must request from the State Title I office that this screen be added to the electronic Title I Internet Application.

Fiscal Year: 2008-2009 <input type="button" value="Go"/>	Form: Schoolwide Indication of Planning <input type="button" value="Go"/> <input type="button" value="Exit"/>
Enter District Number; or, Full or Partial Name <input type="text"/> <input type="button" value="Go"/>	District: 0000 Name: Your Comm School District

Once the Schoolwide Indication of Planning screen has been added to the LEA Title I electronic Internet application, select it from the dropdown menu and click **GO**.

TITLE I 2008-2009 Schoolwide Indication of Planning

You must click UPDATE to save changes. . . the Netscape Print, GO, and EXIT buttons do NOT save changes!

The user only completes the Schoolwide Indication of Planning screen if, during the current school year, one or more buildings intend to participate in the required year of planning before operating a Title I schoolwide program in the coming school year. **NOTE:** During the planning year to become a schoolwide program, a building must operate as a targeted assistance program.

This form must be completed by the LEA for each building that intends to participate in a year of planning for a schoolwide program. NOTE: During the planning year, the building must operate as a targeted assistance building rather than a schoolwide program.

School Building Information:

No school found

GO

Remove Current School

No records to display.

Select a building and click the ADD button to add another school to the list:

Elementary School

ADD

The user should complete the required information for each building that intends to participate in a year of planning for a schoolwide program by using the dropdown menu to select the LEA Title I buildings that are planning to operate a schoolwide program in the next school year and clicking the **ADD** button.

Once the user clicks the **ADD** button, the following table will open on the Schoolwide Indication of Planning screen.

School Building Information:

Elementary School

GO

Remove Current School

Name	Elementary School
Address	School Mailing Address City, State, Zip
Grade Levels	PK-03
Principal	
Telephone	
Enrollment	
Low-Income Percentage	as determined by Free/Reduced Price School Lunch
Anticipated Schoolwide Program Implementation School Year	(must continue as a Targeted Assistance Building during planning year)
Schoolwide Planning Team Members (includes staff and parent/community representatives) Provide name and title/position for each member. For example: John Smith, Principal	

Select a building and click the ADD button to add another school to the list:

Middle School

ADD

✓ **TIP:** Click Update often to avoid losing data.

The building name, address, grade levels, principal and telephone number will be automatically given for the building that the user has added. For each building participating in a planning year during the current school year, the user should enter the building enrollment and building low-income percentage as it appears in Column 11, on the Selection of Schools screen and indicate the source of the poverty data (e.g. Free/Reduced Price School Lunch). The user should enter the

anticipated school year the building will implement the schoolwide program remembering that the building must continue as a targeted assistance building during the planning year.

The principal, a school leader, or a district official usually convenes a small representative group from the school to begin pre-planning. The team should include widely respected individuals who know and have the confidence of the school's various constituency groups. The schoolwide planning team members should include:

- building and LEA administrators;
- teachers representing all grades, content areas, and teams;
- representatives of other professional staff, including social workers, psychologists, counselors or diagnostic specialists, curriculum leaders;
- parents and community representatives;
- representatives of organizations, groups, and parents of students served by the Federal programs whose funds are used in the schoolwide program;
- students.

The user should enter the name and title or position of each schoolwide planning team member.

INSTRUCTIONS FOR COMPLETING SCHOOLS IN NEED OF ASSISTANCE (SINA) APPLICATION

NOTE: Only LEAs having at least one attendance center identified as a school in need of assistance need to complete this application process.

The reauthorized Elementary and Secondary Education Act (ESEA) *No Child Left Behind Act of 2001* continues to emphasize the goal of all students being proficient in reading and mathematics. Each year LEAs provide the adequate yearly progress (AYP) data of students in Title I schools. When a school fails to make AYP for a single year, it is identified as a school in the "Watch" year. Schools in "Watch" year status do not face sanctions. However, to fulfill Title I Federal requirements (Section 1119) of ESEA, school buildings that do not make adequate yearly progress for two consecutive years are designated as schools in need of assistance (SINA). Buildings identified for two or more consecutive years in reading and/or mathematics must participate in a technical assistance program provided through the SEA. Efforts at the state, district and building levels must concentrate on actions that will be undertaken to assist all students in attaining proficiency. LEAs should be cognizant of this requirement and plan educational programming that implements strategies for improved student achievement.

Reauthorized (ESEA) Title I legislation requires buildings identified as SINA to publish a public notice related to this identification. In addition, this notice must provide parents with information regarding school choice options within the LEA. The school choice requirement does not apply if the identified building is the **only building** within the district with the same grade span grouping.

A Statewide Support System for SINA has representatives from each area education agency. These individuals have received training to assist identified schools. The five phases of the assistance design include audit, diagnosis, design, implementation and evaluation. An identified school must develop an action plan within ninety days of notification by the Iowa Department of Education. For further information regarding SINA issues, the Statewide Support System process, or technical assistance with completing the School Improvement Application SINA contact Teresa McCune at 515/281-4732 or teresa.mccune@iowa.gov.

The Iowa Department of Education is required by NCLB legislation, Section 1003, to reserve school improvement funds from the state Title I allocation. These funds must be used at the local level for the purpose of funding school improvement activities designed to improve student achievement in schools in need of assistance (SINA). Through a state allocation process these funds are allocated annually to local school districts for use in identified buildings.

Local education agencies that have received notification for a Title I school in need of assistance (SINA) and have received notification of school improvement grant funds that are available for use in the 2008-2009 school year to fund activities that support the building action plan must complete this application in order to receive those funds. This application may be accessed through the Title I electronic Internet application at www.edinfo.state.ia.us. The user must enter the district Title I login and password as designated in the Title I allocation notification letter to the district Superintendent's office. **NOTE:** The BEDS password will not give access to the Title I electronic Internet application.

Completion of the School Improvement Application SINA, School Improvement Budget SINA for the district, School Improvement Budget SINA for each identified building, School Improvement Budget SINA detail for each identified building, and School Improvement Assurances SINA Screens together with the building Title I SINA action plan encompasses the basic requirements to apply for SINA funds.

NOTE: LEAs receiving Title I SINA funds must complete a budget and participate in the development of the Title I SINA Action Plan for each identified school in need of assistance.

TITLE I 2008-2009 School Improvement Budget SINA

SCHOOL IMPROVEMENT APPLICATION SINA

NOTE: The School Improvement Application SINA Screen must be completed in order to receive SINA funding.

Fiscal Year:	2008-2009	Go	Form:	School Improvement Application SINA	Go	Exit
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Enter District Number; or, Full or Partial Name <input type="text"/>	<input type="button" value="Go"/>	District: 6219 Name: Your Comm School District
State Only:	Application ID: T1	Login: 0000 Password:

In order to access the School Improvement Application Screen, the user must select "School Improvement Application SINA" from the dropdown menu and click the **GO** button. **NOTE:** The School Improvement SINA Screens will only be available if your district has a building that has been identified as a school in need of assistance (SINA).

T I T L E I

2008-2009 School Improvement Application SINA

ALL REQUIRED SCREENS MUST BE COMPLETE BEFORE THE TITLE 1 OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.

ADEQUATE YEARLY PROGRESS (AYP) is Certified by District for 2007-2008.

Paper and Web Forms Due No Later than November 30, 2008

Under separate cover submit two-year SINA action plan to:
Iowa Department of Education
Attn: Teresa McCune, Title I Consultant
Grimes State Office Building
400 East 14th Street
Des Moines, IA 50319-0146

<input type="button" value="Update"/>	<input type="button" value="Netscape Print"/>
---------------------------------------	---

You must click UPDATE to save changes. . . the Netscape Print, GO, and EXIT buttons do NOT save changes!

LEA INFORMATION Complete the contact information.	
Name and Address of Authorized Agency	Your Comm School District Mailing Address City, State, Zip AEA Control Number: 9200
Name, Title and Mailing Address of Contact Person	Name: <input type="text"/> Title: <input type="text"/> Address1: <input type="text"/> Address2: <input type="text"/> City: <input type="text"/> State: <input type="text" value="IA"/> Zip: <input type="text"/> - <input type="text"/> FAX: <input type="text"/> - <input type="text"/> - <input type="text"/> Telephone: <input type="text"/> - <input type="text"/> - <input type="text"/> Extension: <input type="text"/> Email: <input type="text" value="yourname@ispservice.com"/> <small>Email Address Examples: yourname@ispservice.com your.longname@long.isp.service.com</small>

The legal name and address of the LEA will be entered automatically. The contact person is the individual who will be contacted about information given in this SINA application. Please enter his/her name, mailing address, office telephone number including extension if applicable, FAX number if available, and e-mail address.

✓ **TIP: Click UPDATE often to avoid losing data.**

SINA SCHOOLS Verify the list of schools that will receive services through the 2008-2009 Title I School Improvement Funds and indicate the instructional area(s) in need of improvement.			
School Name, Number (District-Building), and Location Click School Name to Go to School Improvement Budget	School Improvement Funds Available for SINA School	Last Approved School Improvement Budget Total	Instructional Area in Need of Improvement
GO TO SINA School, District Number-Building Number, LEA	000000	\$0 Final Certified: Not Done Final Approved: Not Done	Reading: Math: False False
All Schools Total	\$000,000	\$0	

Application Approval (To be Completed by State Educational Agency) STATE ROLE MESSAGE ONLY: The following section is updateable by the State ONLY, but can be viewed by the district. The above named local education agency is hereby notified of approval of financial assistance under Title I, Part A of the No Child Left Behind Act of 2001, Title I School Improvement Budget during the 2008-2009 school year, revenue Sources Code 4501, CFDA 84.010A.		
Agency Code Number 00-0000	Project Number 0000-S-09	Total LEA School Improvement Funds: \$000,000

This section of the application screen will provide a list of the identified buildings for the district and will give the instructional area in need of improvement and the funds allocated for each building and district total. In the application approval section, the LEA will find the project number assigned by the state education agency and the total SINA funds available.

SCHOOL IMPROVEMENT BUDGET SINA

NOTE: The School Improvement Budget SINA Screen must be completed and certified in order to receive Title I SINA funding.

There are three Title I SINA budget forms: (1) the Title I Current School Improvement Budget SINA Project Budget Summary on the School Improvement Budget SINA Screen which represents the total **district** amounts requested for specific items found in the Detail Budget for each identified building receiving School Improvement SINA funds; (2) the Title I Current School Improvement Budget SINA Project Budget Summary which represents the total building amounts requested for specific items found in the Detail Budget for the identified building; and (3) the School Improvement Budget SINA Detail Screen which provides an **itemized** account of expenditures to be incurred for the identified **building**.

Fiscal Year: 2008-2009 <input type="button" value="Go"/>	Form: School Improvement Budget SINA <input type="button" value="Go"/> <input type="button" value="Exit"/>
Enter District Number; or, Full or Partial Name <input type="text"/> <input type="button" value="Go"/>	District: 6219 Name: Your Comm School District

		School: <input type="text" value="Your Comm School District 0000"/>	<input type="button" value="Go"/>
State Only:	Application ID: T1	Login: 0000	Password:

To view the district summary budget data, click on the dropdown menu and select School Improvement Budget SINA Screen and click the **GO** button. The screen will default to the Title I School Improvement Budget SINA Project Budget Screen for the district.

TITLE I

2008-2009 School Improvement Budget SINA

ALL REQUIRED SCREENS MUST BE COMPLETE BEFORE THE TITLE 1 OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.

ADEQUATE YEARLY PROGRESS (AYP) is Certified by District for 2007-2008.

Paper and Web Forms Due No Later than November 30, 2008

Under separate cover submit two-year SINA action plan to:
Iowa Department of Education
Attn: Teresa McCune, Title I
Consultant
Grimes State Office Building
400 East 14th Street
Des Moines, IA 50319-0146

Summary Records Are Browse Only

Fiscal Year: <input type="text" value="2008-2009"/>	<input type="button" value="Go"/>	Form: <input type="text" value="School Improvement Budget SINA"/>	<input type="button" value="Go"/>	<input type="button" value="Exit"/>
Enter District Number; or, Full or Partial Name <input type="text"/>		District: 0000 Name: Your Comm School District		
		School: <input type="text" value="Your Comm School District 0000"/>		

Your Comm School District 0000-0000

Please complete a supplementary budget page for each school receiving school improvement funds. To navigate between schools, use the standard navigation area, above, and select a school using the School: drop-down menu. See the School Improvement Application for the list of schools with available funds. To view the district's total, navigate to the district, using the School: drop-down menu. The district's total will fill in automatically, using the data from the individual school budgets. **This is the district's TOTAL budget of the combined schools. This form is for display only and cannot be updated.**

TITLE I CURRENT SCHOOL IMPROVEMENT BUDGET SINA -- PROJECT SUMMARY

EXPENDITURE ACCOUNTS (OBJECTS across FUNCTIONS down)	Salaries 100	Employee Benefits 200	Purchased Services 300	Supplies 600	Property 700	Other Expenses/Other uses of Funds 800	TOTAL
Instruction 1000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Instructional Staff and Support Services 2200							\$0
Administration Support Services 2300							\$0

Student Transportation Services 2700							\$0
School Nutrition Services 3100							\$0
Community Services (Parent) 3300							\$0
Facilities Acquisition and Construction 4000							\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL SCHOOL IMPROVEMENT PROJECT BUDGET (Do Not Exceed Fund/Allocation of \$120,000)							\$0

No data can be entered on the Title I Current School Improvement Budget SINA Project Budget Summary Screen for the district. This is a summary table that displays totals automatically transferred from the School Improvement Budget SINA Detail Screen for each identified building. To enter or review the Title I SINA budget for an identified building, from the LEA School Improvement Budget SINA Screen use the dropdown menu, select the building name and click the **GO** button.

Fiscal Year: 2008-2009 <input type="button" value="Go"/>	Form: School Improvement Budget SINA <input type="button" value="Go"/> <input type="button" value="Exit"/>
Enter District Number; or, Full or Partial Name <input type="text"/> <input type="button" value="Go"/>	District: 0000 Name: Your Comm School District
	School: SINA School 0000 <input type="button" value="Go"/>
State Only:	Application ID: T1 Login: 0000 Password:

SINA SCHOOLS

Verify the list of schools that will receive services through the 2008-2009 Title I School Improvement Funds and indicate the instructional area(s) in need of improvement.

School Name, Number (District-Building), and Location
Click School Name to Go to School Improvement Budget

School Improvement Funds Available for SINA School

Last Approved School Improvement Budget Total

Instructional Area in Need of Improvement

To go directly to an identified school budget screen and begin entering budget data, click on the school building name under the "SINA Schools" section of School Improvement Application SINA screen.

Your Comm School District, Elementary School 0000-0000

Please complete a supplementary budget page for each school receiving school improvement funds. To navigate between schools, use the standard navigation area, above, and select a school using the School: drop-down menu. See the School Improvement Application for the list of schools with available funds. To view the district's total, navigate to the district, using the School: drop-down menu. The district's total will fill in automatically, using the data from the individual school budgets. **This is an individual school form and displays only the school's budget.**

Instructional Area in Need of Improvement

Reading: **False** Math: **False**

- Please complete budget to reflect SINA action plan components.
- 10% must be reserved for staff development within the building.

Lookup Budget by Amendment <input type="text" value="Original"/> <input type="button" value="Go"/>	District Certified: Consultant Approved: Admin. Consultant Approved: District Certified As Final: State Approved As Final:
View Budget Detail <input type="button" value="Go to Detail"/>	

TITLE I CURRENT SCHOOL IMPROVEMENT BUDGET SINA -- PROJECT SUMMARY

EXPENDITURE ACCOUNTS (OBJECTS across FUNCTIONS down)	Salaries 100	Employee Benefits 200	Purchased Services 300	Supplies 600	Property 700	Other Expenses/Other uses of Funds 800	TOTAL
Instruction 1000							
Instructional Staff and Support Services 2200							
Administration Support Services 2300							
Student Transportation Services 2700							
School Nutrition Services 3100							
Community Services (Parent) 3300							
Facilities Acquisition and Construction 4000							
TOTAL SCHOOL IMPROVEMENT PROJECT BUDGET (Do Not Exceed Fund/Allocation of \$80,000)							

Once the Current School Improvement Budget SINA Project Budget Summary Screen is displayed for the identified building, the user will notice that the summary table is empty of figures. To enter budget data on the School Improvement Budget SINA Detail Screen, the user must click the **Go to Detail** button as indicated above. The detail screen will automatically come up for the identified building.

SCHOOL IMPROVEMENT BUDGET SINA DETAIL SCREEN

NOTE: The School Improvement Budget SINA Detail Screen must be completed in order to receive Title I funding.

Fiscal Year: <input type="text" value="2008-2009"/> <input type="button" value="Go"/>	Form: <input type="text" value="School Improvement Budget SINA"/> <input type="button" value="Go"/> <input type="button" value="Exit"/>		
Enter District Number; or, Full or Partial Name <input type="text"/> <input type="button" value="Go"/>	District: 0000 Name: Your Comm School District		
	School: <input type="text" value="SINA School 0000"/> <input type="button" value="Go"/>		
State Only:	Application ID: T1	Login: 0000	Password:

TITLE I
2008-2009 School Improvement Budget SINA
Detail
 Round to the nearest dollar.

Update

Netscape Print

✓ **TIP: Click Update often to avoid losing data.**

The SINA budget detail page allows the user to enter the specific breakdown of Title I SINA expenditures claimed on the budget (see #1 below) and, if necessary, to provide a description of expenditures (see #2 below).

Your Comm School District, Elementary School 0000-0000							
FUNCTIONS	OBJECTS						
Expenditure Accounts	Salaries 100	Employee Benefits 200	Purchased Services 300	Supplies 600	Property 700	Other Expenses/Other uses of Funds 800	TOTAL
1 Instruction 1000					Total \$13,546		\$75,570
					Computer \$0		
					Chair \$0		
					Service Contract \$0		
					Other (No Indirect Costs) \$13,000		
					Other Description		
					DRY ERASE BOARDS - 130000		
					Computer Cart \$0		
					Printer \$0		
					TV/VCR \$0		
	Total \$12,495	Total \$1,705	Total \$11,225	Total \$36,599		Total \$0	
	Certified salary \$2,640	FICA \$955	Travel Between Bldgs \$0	Consumables \$9,859		Prof. Dues \$0	
	Associates salary \$4,400	IPERS \$750	Prof. Staff Development \$11,225	Software \$0		Other (No Indirect Costs) \$0	
	Subs salary \$5,455	Ins \$0	Other (No Indirect Costs) \$0	Title I \$15,000			
	Other (No Indirect Costs) \$0	Other (No Indirect Costs) \$0	Other (No Indirect Costs) \$0	Books			
				Diagnostic Testing Mat. \$11,740			
				Other (No Indirect Costs) \$0	Desk \$0		
					File Cabinet \$0		
					Bookshelf \$546		
Instructional Staff and Support Services 2200			Total \$0				\$0
			Inservice \$0				
			Travel \$0				
			Other \$0				
Administration Support Services 2300	Total \$0	Total \$0	Total \$0			Total \$2,680	\$2,680
	Title I Coord salary \$0	FICA \$0	Audit (if eligible) \$0			Indirect Cost \$2,680	
			Other \$0				

2	Clerical salary \$0	IPERS \$0				Other \$0	
	Other \$0	Ins \$0					
Student Transportation Services 2700	Total \$0 Input Total \$0	Total \$0 FICA \$0 IPERS \$0 Ins \$0	Total \$0 Input Total \$0				\$0
School Nutrition Services 3100	Total \$0 Input Total \$0	Total \$0 FICA \$0 IPERS \$0 Ins \$0	Total \$0 Input Total \$0	Total \$0 Input Total \$0			\$0
Community Services (Parent) 3300	Total \$0 Input Total \$0	Total \$0 FICA \$0 IPERS \$0 Ins \$0	Total \$0 Input Total \$0	Total \$1,750 Input \$1,750 Total			\$1,750
Facilities Acquisition and Construction 4000		Total \$0 Input Total \$0	Total \$0 Input Total \$0	Total \$0 Input Total \$0			\$0
Your Comm School District, Elementary School 0000-0000						Total:	\$80,000

You may only enter SINA budget figures on the School Improvement Budget SINA Detail Screen and those figures will be automatically placed into both the building and district Title I Current School Improvement Budget SINA Project Summary table on the School Improvement Budget SINA Screen each time you click the **Update** button. **NOTE: Do not attempt to enter any figures in the "Total" fields as the total is automatically calculated as you enter specific expenditure figures.** Round all amounts to the nearest dollar. Be sure the total project budget amount applied for on the Title I Current School Improvement Budget SINA Project Budget does not exceed the Title I SINA allocation as noted at the bottom of the School Improvement Budget SINA Detail Screen. (**NOTE:** The allocation is not noted in the budget example above, but on the Title I electronic Internet application, the user will find the allocation in the far bottom right corner of the budget detail table next to the total budget amount as circled above.)

✓ **TIP: Click Update often to avoid losing data.**

This budget is to reflect **only** the portion of the Title I program that will be paid with **Title I SINA funds** received by your LEA. School improvement funds must be used for sustainable activities that have the best possibility to improve student achievement. There should be a direct and clearly discernable correlation between the action plan and budget items. The funds cannot be used to hire new staff, make extensive technology purchases, or engage in other activities that cannot be sustained without this funding stream. **NOTE:** There are no carryover funds allowed with SINA dollars.

✓ **TIP: Expenditures included in the budget will be approved only if the connection to the action plan is clear.**

The School Improvement Budget SINA Detail Screen has as its purpose the providing of detail that is not possible to provide in the Title I Current SINA Project Budget. To assist you with this specific budget development, the following explanation of the Title I Budget will be made by discussing the nine columns moving left to right across the top of the budget.

FUNCTIONS		OBJECTS					
Expenditure Accounts	Salaries 100	Employee Benefits 200	Purchased Services 300	Supplies 600	Property 700	Other Expenses/Other uses of Funds 800	TOTAL

Functions – Each function number represents a broad series of expenditures used in uniform financial accounting.

Expenditure Accounts – These expenditure categories represent the names of expenditure accounts to be used to classify Title I SINA expenditures.

Objects – Salaries – The salary amounts include all payments for services rendered that will be paid directly by the LEA from Title I SINA funds to existing teachers who work beyond the contract day or year for SINA related activities.

Objects – Employee Benefits – Title I SINA funds may be used to pay Iowa Public Employees Retirement System (IPERS), Federal Insurance Contribution Act (FICA) of salaried Title I employees employed for the purpose of the SINA project within the identified building, and other related benefits. Since the percent of contribution on both the above-mentioned programs may change, proposed expenditures should be based upon the current percents of 7.65% for FICA and 6.05% for IPERS. **The user must itemize the employee benefits by categories on the Budget Detail Screen – FICA, IPERS, and Insurance (e.g. workers compensation insurance, medical, dental, disability, life insurance, and unemployment).**

Objects – Purchased Services – Purchased Services includes all payments to be made to other agencies or individuals not on the payroll for specific services performed for the SINA project within the identified building. **NOTE:** Equipment repair is considered a purchased services expense.

Objects – Supplies – Approvable amounts for materials and supplies for the Title I school improvement project are to be entered in the Supplies column. Expenditures for materials and supplies will be limited to the minimum required to implement and continue Title I SINA activities or services. Examples of supplies are consumable materials, computer software, books, manuals, etc. **Expenditures for Title I SINA supplies to be purchased must be itemized by category as identified on the SINA Budget Detail Screen.**

Objects – Property – Approvable amounts for instructional equipment are to be entered in the Property Column. Expenditures for instructional equipment will be limited to the minimum required to implement and continue Title I SINA activities or services. Examples of items budgeted in property might be computer hardware or furniture. **Expenditures for Title I SINA property to be purchased must be itemized by category as identified on the SINA Budget Detail Screen.**

Objects – Other Expenses and Other Uses of Funds – The Other Expenses Column includes other expenditures not classified as Salaries, Employee Benefits, Purchased Services, Supplies or Property. This is the column to use for professional dues and indirect costs.

Objects – Total – Column 9 – This column includes the sum total of amounts recorded in each of the preceding columns.

✓ **TIP: See Function explanations below for proper placement of these costs.**

Explanation of the Functions 1000-4000 requires certain detail related to regulations governing Title I SINA expenses. Each expenditure category is explained as follows:

FUNCTIONS		OBJECTS					
Expenditure Accounts	Salaries 100	Employee Benefits 200	Purchased Services 300	Supplies 600	Property 700	Other Expenses/Other uses of Funds 800	TOTAL
Instruction 1000	Total \$50,000 Certified salary \$32,000	Total \$3,483 FICA \$2,448 IPERS \$1,035	Total \$5,000 Travel Between \$5,000	Total \$47,213 Consumables \$0 Software \$0	Total \$10,000 Computer \$10,000 Chair \$0	Total \$0 Prof. Dues \$0	\$115,696

	Associates salary \$18,000	Ins \$0	Bldgs	Title I Books \$47,213	Service Contract \$0	Other (No Indirect Costs) \$0	
	Subs salary \$0	Other (No Indirect Costs)	Prof. Staff Development \$0	Diagnostic Testing Mat. \$0	Other (No Indirect Costs) \$0		
	Other (No Indirect Costs) \$0		Other (No Indirect Costs) \$0	Other (No Indirect Costs) \$0	Computer Cart \$0		
					Printer \$0		
					TV/VCR \$0		
					Tables \$0		

Function 1000 – Instruction – Instruction costs would include salaries and employee benefits that are paid to existing teachers who work beyond the contract day or year for such purposes as additional professional development, student academic assistance, parent engagement planning or presentation, or other activities as appropriate. **NOTE:** Additional staff may not be hired for the purpose of adding additional grade level sections or reducing class size. However, substitute teachers or temporary staff may be hired for the purpose of developing, implementing or evaluating the SINA action plan. Title I SINA funds may be used to pay employee benefits under the Iowa Public Employees Retirement System (IPERS) and Federal Insurance Contribution Act (FICA) for salaried Title I teachers and educational associates as these are mandated by law. **NOTE:** July 1, 2007, the employer share for IPERS increased to 6.05%.

Purchased Services would include stipends paid to non-district employees for such things as professional development activities and material or program development specific to the SINA action plan. Purchased Services can also include rental of instructional equipment or expenses incurred to provide the instructional service of the Title I SINA activity. An example would be the travel expense of a teacher who had teaching duties in two attendance centers during the day. The expense of such travel would be included in the purchased services column. The Supplies column includes approvable amounts for *supplementary* materials that are directly connected to the SINA action plan that would not ordinarily be the responsibility of the district. The Property costs would be utilized for approvable amounts for *supplementary* instructional equipment that is directly connected to the SINA action plan that is beyond that typically purchased by the district.

Other Expenses and Other Uses of Funds would include indirect costs and would not be included under Function 1000 Instruction costs.

✓ **TIP: Indirect Costs go under Function 2300.**

FUNCTIONS	OBJECTS						
Expenditure Accounts	Salaries 100	Employee Benefits 200	Purchased Services 300	Supplies 600	Property 700	Other Expenses/Other uses of Funds 800	TOTAL
Instructional Staff and Support Services 2200			Total \$0 Inservice \$0 Travel \$0 Other \$0				\$0

Function 2200 – Instructional Staff and Support Services – Purchased Services includes amounts for inservice and travel.

FUNCTIONS	OBJECTS						
Expenditure Accounts	Salaries 100	Employee Benefits 200	Purchased Services 300	Supplies 600	Property 700	Other Expenses/Other uses of Funds 800	TOTAL

Administration Support Services 2300	Total \$0	Total \$0	Total \$0			Total \$4,044	\$4,044
	Title I \$0	FICA \$0	Audit (if eligible) \$0			Indirect Cost \$4,044	
	Coord salary	IPERS \$0	Other \$0			Other \$0	
	Clerical salary	Ins \$0					
	Other \$0						

Function 2300 – Administration Support Services – Salaries and Employee Benefits for the administration of Title I programs cannot be paid from Title I SINA funds. There is a notable exception to this rule:

1. When summer school activities take place when an administrator is off contract. Again, the SEA makes the final decision. A letter must be sent to the Title I office stating that the director of the summer school is not otherwise under General Fund contractual obligation to the district.

Approvable amounts for restricted indirect costs are to be entered on the Title I SINA project budget in the column, Other Expenses and Other Uses of Funds.

Indirect Costs are those costs that are not readily identifiable with the activities or contracted services, but are nevertheless incurred for the joint benefit of those activities and programs of the organization. **NOTE:** Indirect cost expenditures must comply with the U.S. Office of Management and Budget Circular A87.

The Iowa Department of Education annually calculates the indirect cost rates for LEAs from data submitted on their certified annual reports. The Iowa Restricted Indirect Cost Plan for LEAs establishes maximum predetermined rates for a given fiscal year. The advantage of an Indirect Cost Allocation Plan and rate is that it is a simplified means for determining a fair share for indirect costs of Federal grants and contracts. For information regarding the indirect cost rate calculation, contact Janice Evans, School Administration Consultant at 515/281-4740 or janice.evans@iowa.gov.

The indirect cost rate percentages for each LEA can be found at the Iowa Department of Education website at www.iowa.gov/educate/content/view/119/346. **The restricted indirect cost percentage can be applied only to the amounts of salaries and employee benefits approved for Title I SINA staff.**

✓ **TIP: If the indirect cost amount applied for on the budget exceeds the maximum allowed for budgeted salaries and benefits, a RED warning will be received and will need to be corrected prior to proceeding.**

NOTE: For Title I purposes, the given fiscal year indirect cost rate applies to the project established for the school year and remains in place even when project expenditures extend into the next fiscal year.

FUNCTIONS	OBJECTS						TOTAL
	Salaries 100	Employee Benefits 200	Purchased Services 300	Supplies 600	Property 700	Other Expenses/Other uses of Funds 800	
Expenditure Accounts							
Student Transportation Services 2700	Total \$0	Total \$0	Total \$0				\$0
	Input \$0	FICA \$0	Input \$0				
	Total	Ins \$0	Total				

Function 2700 – Student Transportation Services – There would be few instances where Title I SINA dollars could be used for transportation.

NOTE: The district set-aside from Title I general budget project funds cover transportation costs for school choice.

FUNCTIONS		OBJECTS						
Expenditure Accounts	Salaries 100	Employee Benefits 200	Purchased Services 300	Supplies 600	Property 700	Other Expenses/Other uses of Funds 800	TOTAL	
School Nutrition Services 3100	Total \$0 Input \$0 Total	Total \$0 FICA \$0 IPERS \$0 Ins \$0	Total \$0 Input \$0 Total	Total \$0 Input \$0 Total			\$0	

Function 3100 – School Nutrition Services – Title I SINA funds may be used for providing food and food services only when they are not covered by State or Federal funds received from the Bureau of Nutrition, Health and Transportation Services of the Iowa Department of Education. The SEA will review each request individually.

FUNCTIONS		OBJECTS						
Expenditure Accounts	Salaries 100	Employee Benefits 200	Purchased Services 300	Supplies 600	Property 700	Other Expenses/Other uses of Funds 800	TOTAL	
Community Services (Parent) 3300	Total \$0 Input \$0 Total	Total \$0 FICA \$0 IPERS \$0 Ins \$0	Total \$0 Input \$0 Total	Total \$0 Input \$0 Total			\$0	

Function 3300 – Community Services (Parent) – Title I SINA funds used for community services (parent) would include all costs incurred for parent/family engagement activities beyond those that are the responsibility of the district such as a nominal amount for food provided as part of a parent meeting or activity; childcare during parent activities; printing for parent activities; books for at-home reading. **NOTE:** Only activities beyond those already funded by Title I general budget project funds would be allowed.

FUNCTIONS		OBJECTS						
Expenditure Accounts		Salaries 100	Employee Benefits 200	Purchased Services 300	Supplies 600	Property 700	Other Expenses/Other uses of Funds 800	TOTAL
Facilities Acquisition and Construction 4000				Total \$0 Input \$0 Total	Total \$0 Input \$0 Total	Total \$0 Input \$0 Total		\$0

Function 4000 – Facilities Acquisition and Construction – This expenditure category is rarely used. Prior approval by the SEA is required. **NOTE:** Title I SINA funds may **not** be used for construction expenses.

After all detail is completed, the user needs to click the **Update** button one final time. The user must fix all errors appearing in RED. The user must verify the YELLOW warning errors. A yellow highlight is simply a reminder to check your work.

When all information has been entered and corrected on the School Improvement Budget SINA Detail Screen and the “Updated Successfully” message received, the user may return to the building School Improvement Budget SINA Screen to see the total budget figures in each category on the identified building Title I Current School Improvement Budget SINA Project summary table.

TITLE I
2008-2009 School Improvement Budget SINA
Detail
Round to the nearest dollar.

Netscape Print

Original	GO	Back to Summary
----------	----	-----------------

To return to the SINA Budget Screen, click the **Back to Summary** button. The figures that have been automatically entered on the building SINA Budget Screen were also automatically added to the district School Improvement Budget SINA Screen. After verifying the accuracy of the figures entered on the building SINA Budget Screen, **the user must click the Certify button before the Title I staff can proceed with processing your application.**

<p>Lookup Budget by Amendment</p> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 2px 10px;">Original</div> <div style="margin: 0 5px;">▼</div> <div style="border: 1px solid black; padding: 2px 10px;">Go</div> </div> <p style="text-align: center;">View Budget Detail</p> <div style="text-align: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px 10px;">Go to Detail</div> </div>	<div style="text-align: center; margin-bottom: 20px;"> <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">District Certified:</div> <div style="border: 1px solid black; padding: 2px 10px; margin-left: 10px;">Certify</div> </div> <p style="text-align: center; color: blue; font-size: small;">This action will notify the State.</p> <p>Consultant Approved:</p> <p>Admin. Consultant Approved:</p> <p>District Certified As Final:</p> <p>State Approved As Final:</p>
TITLE I CURRENT SCHOOL IMPROVEMENT BUDGET SINA -- PROJECT SUMMARY	

To certify the budget, simply click on the **Certify** button that appears next to the words “District Certified” at the top of the budget table on the building School Improvement Budget SINA Screen. The **Certify** button will enter the current date and notify the SEA that the building has completed the application process.

Once the LEA certifies the budget, no changes can be made at the local level. If a need arises to change budget figures prior to approval by State Title I staff, the user may remove district certification and make revisions to the budget by clicking on the **Undo Certify** button that appears only after the SINA budget is certified by the LEA.

✓ **TIP: It is advisable to visit with the Title I office prior to using the Undo Certify option.**

If during the course of the SINA budget project year it becomes necessary for the user to amend the identified building budget, please refer to the Amendment section of this reference manual to receive guidance on submitting an amendment to the SINA budget.

At the close of the SINA budget project year, the user should refer to Instructions for Final Project Budget Completion Process in this reference manual to comply with the requirements for reviewing the SINA budget and certifying the SINA project budget as final. School improvement funds must be expended by August 31, 2008, and final certification of the Title I SINA budget must be filed no later than **September 5, 2008**. There are no carryover funds.

SINA BUDGET TIP SHEET

- Any activity undertaken with SINA dollars must be sustainable once the building has been removed from the list.
- There should be a clearly apparent connection between each budget item and the SINA action plan.
- Most budget items for SINA will fit in line item 1000 “Instruction” and line item 3300 “Community Services (Parent).”
- Line item 1000 “Instruction” would include salaries and benefits that are paid to existing teachers who work beyond the contract day or year for such purposes as:
 1. Additional professional development.
 2. Student academic assistance.
 3. Parent engagement planning or presentation.
 4. Other activities as appropriate.

Note: Additional staff may not be hired for the purpose of adding additional grade level sections or reducing class size. However, substitute teachers or temporary staff may be hired for the purpose of developing, implementing, or evaluating the SINA action plan.

- Line item 1000 “Purchased Services” would include stipends paid to non-district employees for such things as:
 1. professional development activities;
 2. material or program development specific to the action plan.
- Line item 1000 “Supplies” would be used for materials that are directly connected to the SINA action plan that would not ordinarily be the responsibility of the district (Supplement vs. Supplant).
- Line item 1000 “Property” would be utilized for equipment that is directly connected to the SINA action plan that is beyond that typically purchased by the district (Supplement vs. Supplant).
- Line item 2300 “Other Expenses” would include indirect costs. Indirect cost rates are posted annually on the Iowa Department of Education website. District indirect costs are calculated only on budgeted salaries and benefits.
- Line item 3300 Community Services (Parent) would include all costs incurred for parent/family engagement activities beyond those that are the responsibility of the district, such as:
 1. a nominal amount for food provided as part of a parent meeting or activity;
 2. childcare during parent activities;
 3. printing for parent activities;
 4. books for at-home reading.

TITLE I SINA ACTION PLAN

The following is a copy of the Title I SINA action plan template that schools in need of assistance must submit electronically. The plan may be found at <http://iowasupportteam.iowapages.org/id201.html>. Federal legislation requires technical assistance in developing the action plan and implementing instructional strategies to improve student achievement. All Title I schools in need of assistance must develop the two-year action plan in consultation with parents, school staff, the local education agency, and outside experts. Each AEA has Statewide SINA Support Team members trained to assist schools in the process as prescribed in NCLB, Section 1117. Local school districts are encouraged to avail themselves of the expertise of these individuals. The action plan should be completed, peer reviewed, and submitted to the state Title I office within 90 days of notification and should be kept on file at the district and building level.

Title I SINA Action Plan for the Academic Years: 2008-2009 and 2009-2010

District: _____ Building: _____ Draft Date: _____

Please check all that apply:

- | | | | |
|--|---|--|--|
| <input type="checkbox"/> Actions for Reading | <input type="checkbox"/> Choice | <input type="checkbox"/> 10% Allocation of | <input type="checkbox"/> Elementary |
| <input type="checkbox"/> Actions for Math | <input type="checkbox"/> Choice and Supplemental Services | <input type="checkbox"/> Title I Dollars | <input type="checkbox"/> Middle School |
| <input type="checkbox"/> Actions for Parent Engagement | <input type="checkbox"/> Corrective Action | <input type="checkbox"/> One-Year Budget | <input type="checkbox"/> High School |
| <input type="checkbox"/> Mentoring of New And Experienced Teachers | <input type="checkbox"/> "In Delay" Status | <input type="checkbox"/> Scientifically Based Research | |
| | <input type="checkbox"/> Letter of Notification Attached | | |

District Long-Range CSIP Goal for Identified Area:	
Persons writing the plan <i>(* while not required by law, best practice would include parent involvement)</i>	
Diagnosis Summary: CCQ 1. What do data tell us about student learning needs?	<p><i>This area should include information about why previous interventions were unsuccessful as well as our learnings from other data:</i></p> <p>1.</p>

Building Goal Statement for SINA to support prioritized learning needs		
Indicators of Progress: CCQ 3: How will/do we know student learning has changed?	<i>Summative Evaluation Question(s)</i> <i>with Indicators of Progress and Measurement Tools for Summative Data Indicating Student Achievement of District Goal(s)</i>	<i>Formative Data Questions Aligned to Summative Evaluation Question(s)</i> <i>with Indicators of Progress and Measurement Tools for Formative Data Indicating Progress toward District Goal(s)</i>
	<ul style="list-style-type: none"> ▪ Question would go here: <ul style="list-style-type: none"> ▪ Indicator would go here, followed by measurement tool in parentheses 	<ul style="list-style-type: none"> ▪ Question would go here: <ul style="list-style-type: none"> ▪ Indicator would go here, followed by measurement tool in parentheses
Scientifically Based Research Source (SBR) <i>(Be sure to cite the specific research aligned to areas of concern.)</i>		
Content for the professional development identified through research: CCQ 2. What will be done to meet student learning needs?		

Peer Review Process All four bulleted items must be completed. <i>(*Best practices include parent involvement)</i>	<ul style="list-style-type: none"> • Date Planned for Peer Review: _____ • Schools/AEA/Individuals Involved in Peer Review: _____ • Process for Peer Review: _____ • Date Peer Review Actually Completed: _____
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Implementation: How will the goal be achieved?	Changes/Impact on Stakeholders (e.g., Students, Teachers, Administrators, Parents and Other Stakeholders)	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring and Adjustment
CC2f. What actions/ activities will we use to address prioritized needs, established goals, and any gaps between current and research-based practice? <i>Include description of parent involvement in each action step or as a separate action as appropriate.</i>	Identification of changes: <ol style="list-style-type: none"> 1. Knowledge 2. Skills 3. Attitudes 4. Aspirations 5. Behaviors. Note: Where appropriate, include description of mentoring and or collaborative (e.g., peer coaching) activities for both new and experienced teachers.	How will we collect the information about the change (e.g., tests, surveys, focus groups, interviews, logs, observations, rating scales)? What data sources/points would best answer our formative and summative questions?	<ol style="list-style-type: none"> 1. Iowa Professional Development Model Component 2. Person(s) Responsible 3. Time (when and how much) 4. Resources 	<i>The data collected from stakeholders and decisions made help continually monitor, adjust, and evaluate key actions and activities and the overall plan. How have we measured or depicted change in the information collected (e.g., describing, counting, clustering, comparing, trends, patterns)?</i>

	Changes/Impact on Stakeholders	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring & Adjustment
<p>Action #1: Notification of Parents and Community</p> <ul style="list-style-type: none"> Activity: Letter of notification following guidelines provided by Iowa Department of Education Activity: Informational meetings with parents regarding choice and supplemental educational services. Activity: Student involvement in supplemental educational services opportunities 	<p>Parent: Use information provided to make decision regarding choice and/or supplemental services.</p> <p>Parent: Use information provided to make decision regarding choice and/or supplemental services.</p> <p>Students: Participate in supplemental services on regular basis.</p> <p>Students: Increase proficiency in identified area.</p>	<p>Number of students whose parents received letter. Number of parents selecting choice out of /in building.</p> <p>List of supplemental educational services available. Number of students selecting supplemental services (based on list provided)</p> <p>Number of students participating in supplemental educational services. (Attendance Records)</p> <p>Progress in proficiency of students participating in supplemental educational services.</p>	<ul style="list-style-type: none"> Activity: Letter of notification following guidelines provided by Iowa Department of Education Activity: Informational meetings with parents regarding choice and supplemental educational services. Activity: Student involvement in supplemental educational services opportunities. 	
	Changes/Impact on Stakeholders	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring & Adjustment
Action #2: Audit, Diagnosis, and Design				

<ul style="list-style-type: none"> ▪ Activity: Completion of Audit 	Building Leadership Team: Review of Audit Profile provided by Iowa Support Team	Completed Audit Profile	Date of Presentation:	
<ul style="list-style-type: none"> ▪ Activity: Completion of Diagnosis 	Building Leadership Team: Complete diagnosis on areas of concern, including “if... then statements” and/or a theory of change.	Completed diagnosis worksheet (with “if... then” statements and/or theory of change	Dates of Work on Diagnosis:	
<ul style="list-style-type: none"> ▪ Activity: Completion of Action Plan 	Building Leadership Team: Complete action plan, including KASAB and logic model.	Completed action plan, including plan for evaluation.	Dates of Work on Development of Plan:	
<ul style="list-style-type: none"> ▪ Activity: Communication of Action Plan 	Staff: Demonstrate knowledge of the building action plan.	Number of staff members who participated in the communication of the action plan	Dates of Presentations of Action Plan to staff members;	
	Changes/Impact on Stakeholders	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring & Adjustment
Action # 3: <ul style="list-style-type: none"> ▪ Activity: ▪ Activity: ▪ Activity: 				
	Changes/Impact on Stakeholders	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring & Adjustment
Action # 4: <ul style="list-style-type: none"> ▪ Activity: ▪ Activity: ▪ Activity: <i>Add additional actions for Year One as needed for the plan.</i>				

	Changes/Impact on Stakeholders	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring & Adjustment
Year 2 and Beyond				
Action # :				
▪ Activity:				
▪ Activity:				
▪ Activity:				
	Changes/Impact on Stakeholders			Monitoring & Adjustment
Year 2 and Beyond				
Action # :				
▪ Activity:				
▪ Activity:				
▪ Activity:				
	Changes/Impact on Stakeholders	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring & Adjustment
Year 2 and Beyond				
Action # :				
▪ Activity:				
▪ Activity:				
▪ Activity:				

*As you prepare to update your **TWO**-year plan in the spring of 2009, it is important to focus on data collected during 2007-2009 relative to administrators, teachers, students, parents, and other stakeholders.*

*It is imperative that the buildings/district frequently evaluate the success of actions outlined in the plan. The system must be flexible enough to make appropriate adjustments to the plan **BASED ON DATA** to ensure increased achievement of students and appropriate professional development of staff. As you monitor the effectiveness of your plan, it will be important to focus on sustainability of the plan.*

	Changes/Impact on Stakeholders	Data Collected to Inform Change	Alignment and Responsibilities	Monitoring & Adjustment
Year 2 and Beyond Action # : ▪ Activity: ▪ Activity: ▪ Activity:				

Projected Professional Development for Staff - Dates, Times, and Focus for 2008-2009

<i>Date</i>	<i>Time</i>	<i>Focus</i>

Building/District Leadership Team Membership for 2008-2009

<i>Name</i>	<i>Role</i>

Building/District Leadership Team Meeting Dates and Times for 2008-2009

<i>Date</i>	<i>Time</i>

Districts in Need of Assistance

Local education agencies that are identified as year 1 or year 2 **Districts** in Need of Assistance (DINA) must complete an addendum to their Comprehensive School Improvement Plan (CSIP). LEAs that are identified as year 3 DINA must seek outside technical assistance and create a corrective action plan. The State Support Team can be selected to provide outside technical assistance for the LEA identified as DINA.

Iowa Support Team for Schools and Districts in Need of Assistance (SINA and DINA)
Names, Addresses, and Phone Numbers for 2007-2008
Revised November 30, 2007

AEA	Name	E-Mail Address	Work Address	Work Phone
1 Keystone	Bruce Floyd	bflloyd@aea1.k12.ia.us	Keystone AEA 1400 2nd St. NW Elkader, Iowa 52043	800.632.5918 X 167
1 Keystone	Sarah Lehmann	slehmann@aea1.k12.ia.us	Keystone AEA 1400 2nd St. NW Elkader, Iowa 52043	800.632.5918 x 464
1 Keystone	Peggy Krentz	pkrentz@aea1.k12.ia.us	Keystone AEA 1400 2nd St. NW Elkader, Iowa 52043	800.632.5918 563.245.1480
1 Keystone	Sue Updegraff	supdegraff@aea1.k12.ia.us	Keystone Area Education Agency 1400 2nd St. NW Elkader, IA 52043	800.632.5918 563.245.1480
267	Jon McKenzie	jmckenzie@aea267.k12.ia.us	AEA 267, Cedar Falls Central Office 3712 Cedar Heights Drive Cedar Falls, IA 50613	319.273.8287
267	Carol Sensor	csensor@aea267.k12.ia.us	AEA 267, Cedar Falls Central Office 3712 Cedar Heights Drive Cedar Falls, IA 50613	319.273.8241
267	Deb Versteeg	dversteeg@aea267.k12.ia.us	AEA 267, Cedar Falls Central Office 3712 Cedar Heights Drive Cedar Falls, IA 50613	319.273.8224
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9 Mississippi Bend	Cindy Swanson	cswanson@aea9.k12.ia.us	Mississippi Bend AEA 9 729 21st Street Bettendorf, IA 52722	563.344.6272 FAX: 563.359.5967
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11 Heartland	Rob Brookhart	rbrookhart@aea11.k12.is.us	Heartland AEA 11 6500 Corporate Drive Johnston, IA 50131	515.270.9030 x 14633 800.362.2720 x 14633 FAX: 515.270.5383

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Great Prairie	Evan McCormick	evan.mccormick@gpaea.k12.ia.us	Great Prairie AEA 3601 West Avenue Road Burlington, IA 52601	800.382.8970 x 1296
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Statewide Representative (Evaluation)	Susan Pecinovsky	susan.pecinovsky@ames.k12.ia.us	Ames Community School District Crawford Educational Service Center 415 Stanton Avenue Ames, IA 50014	515.268.6620
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DE	Lou Howell	L1313@mchsi.com	2555 Pine Circle Urbandale, IA 50322	515.229.4781
DE	Teresa McCune	Teresa.McCune@iowa.gov	Iowa Department of Education, Grimes State Office Building Des Moines, IA 50319-0146	515.281.4732
DE	Kara Krohn (<i>ad hoc</i>)	Kara.Krohn@iowa.gov	Iowa Department of Education – BCFCS Grimes State Office Building Des Moines, IA 50319-0146	515.281.7145

SCHOOL IMPROVEMENT ASSURANCES SINA

NOTE: The School Improvement Assurances SINA Screen must be certified in order to receive Title I funding.

Fiscal Year: 2008-2009 <input type="button" value="Go"/>	Form: School Improvement Assurances SINA <input type="button" value="Go"/> <input type="button" value="Exit"/>		
Enter District Number; or, Full or Partial Name <input type="text"/> <input type="button" value="Go"/>	District: 0000 Name: Your Comm School District		
State Only:	Application ID: T1	Login: 0000	Password:

Once the budget application process is complete, the user should select "School Improvement Assurances SINA" from the dropdown menu and click the **Go** button.

TITLE I

2008-2009 School Improvement Assurances SINA

ALL REQUIRED SCREENS MUST BE COMPLETE BEFORE THE TITLE 1 OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.

ADEQUATE YEARLY PROGRESS (AYP) is Certified by District for 2007-2008.

Paper and Web Forms Due No Later than November 30, 2008

**Under separate cover submit two-year SINA action plan to:
Iowa Department of Education
Attn: Teresa McCune, Title I Consultant
Grimes State Office Building
400 East 14th Street
Des Moines, IA 50319-0146**

You must click CERTIFY ASSURANCES to record your response. . . the GO and EXIT buttons do NOT save or record changes!

The School Improvement Assurances SINA Screen will be displayed. The following assurances should be reviewed and the user should click on the **Certify Assurances** button to certify that the information contained in the SINA application and action plan is correct and that the user has been given the responsibility of acting as the authorized representative for the LEA. In certifying the assurances, the authorized agent also assures the Iowa Department of Education that the Title I school improvement assurances will be implemented and complied with as stated and that it is understood that the LEA must comply with all applicable requirements upon approval of this application and plan by the SEA.

LEA INFORMATION	
Name and Address of Authorized Agency	Your Comm School District Mailing Address City, State, Zip AEA Control Number: 9200
ASSURANCES	
The applicant for Title I school improvement funds pursuant to P.L. 107-110 applies for funds to assist children in meeting high standards and therefore assures the Director of the Iowa Department of Education that:	A) The control of funds provided to the LEA under each program and title to the property acquired with those funds will be in a public agency and that a public agency will administer those funds and property. B) The LEA/agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program. C) The LEA/agency will cooperate in program evaluations conducted by or for the State Agency or United States Department of Education. D) The LEA/agency will make reports to the State Agency, in such form

	<p>and containing such information, to enable the State Agency to perform its duties.</p> <p>E) The LEA/agency will have on file at the district and with the Iowa Department of Education a school improvement action plan for each identified school.</p> <p>F) The LEA/agency will implement programs, activities and procedures for the involvement of parents.</p> <p>G) The LEA/agency grants to the Iowa Department of Education permission to expend any unencumbered school improvement set-aside funds to support the State Support Team that will provide technical assistance to schools identified as in need of improvement.</p> <p>H) To the extent feasible and necessary, the LEA/agency will coordinate and integrate Title I service with other agencies providing services to children, youth and families, including health and social services.</p> <p>I) The LEA/agency agrees that it will comply with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972, the Vocational Rehabilitation Act of 1973, and all the requirements imposed by or pursuant to legislation which require non-discrimination in employment and programs on the basis of race, national origin, gender or disability.</p> <p>J) Auditing of this project will be in accordance with OMB Circular A-133 requirements.</p> <p>K) The independent auditor, federal agency, comptroller general and/or the pass-through entity (SEA) shall have access to records and financial statements as may be necessary to comply with monitoring requirements.</p> <p>L) Funds granted by Title I will be used to supplement and not supplant state and local funds expended for educational services.</p> <p>M) The LEA/agency will work in consultation with schools as they develop the school's improvement plans.</p> <p>I HEREBY CERTIFY that I have read the above assurances and to the best of my knowledge, the information contained in this plan is correct, and the agency has authorized me as its representative to file this plan/application.</p> <p>I, the authorized agent, assure the Iowa Department of Education that the Title I school improvement assurances shall be implemented and complied with as stated.</p> <p>I ALSO UNDERSTAND THAT THE APPROVAL OF THIS PLAN/APPLICATION DOES NOT RELIEVE THE LOCAL EDUCATIONAL AGENCY OF ITS RESPONSIBILITY TO COMPLY WITH ALL APPLICABLE REQUIREMENTS.</p>
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Following the peer review process for the two-year SINA action plan and the Iowa Department of Education approval of the SINA application, half (50%) of the SINA allocation will be distributed to the LEA. The LEA must certify the budget as final upon the completion of the project, which should be no later than September 5, 2008. The remainder of the funds will be distributed after the final certification is approved. All funds must be expended by August 31, 2008. Funds may not be carried over into the 2009-2010 school year. However, schools that remain on the SINA list or have SINA delay status may receive funds as available for the following year.

Iowa schools have worked hard to improve student achievement. On-going efforts and new initiatives are designed to continue this work and to benefit students. Thank you for your work as you proceed with this task. If you have questions regarding the SINA application, action plan or State School Support Team, please contact Teresa McCune at (515)281-4732 or teresa.mccune@iowa.gov.

Title I Schools Identified as in Need of Improvement (SINA)

School Choice / Title I Schools

When a school is identified as SINA, what must they do?

Upon identification of status as a school in need of assistance, the district must provide parents with written information regarding the following:

- ◆ Reason for identification.
- ◆ What identification means and how the school compares to other buildings in the LEA.
- ◆ Opportunities for parents to become involved in the SINA process and student success.
- ◆ Information about school choice/transfer options
 - Including, at minimum, the academic achievement levels at choice option schools.
- ◆ What actions the school is taking to address low performance.
- ◆ Information regarding what SEA/LEA is doing to assist the identified school.

When must Title I schools identified as SINA offer public school choice to their students?

Title I schools must offer public school choice to their students if the school is:

- ◆ In the first year of school improvement,
- ◆ In the second year of school improvement,
- ◆ In corrective action, or
- ◆ In the planning year for restructuring.

The district must report to the Iowa Department of Education the following for each identified building:

- ◆ The number of students eligible for choice.
- ◆ The number of students requesting choice.
- ◆ The number of students granted choice.

[Title I, section 1111(h)(4)(F)].

Which students in a Title I SINA school are eligible for the school choice option?

All students enrolled in the Title I SINA school are eligible for choice.

What if it is not possible to offer the school choice transfer option to all students requesting it?

Priority must be given to the lowest achieving, low income students.

Any school offered as a choice option must have higher academic performance than the school of origin and may not be identified for improvement.

Which schools can receive students through the school choice transfer option?

Any school offered as a choice option must have higher academic performance than the school of origin and may not be identified for improvement.

If more than one school is available as a choice option, the LEA must offer more than one school choice to eligible students.

Which schools in the LEA cannot receive students for the school choice option?

Students may not transfer to any schools that:

- ◆ Have been identified for improvement, corrective action, or the planning year of restructuring; or
- ◆ Have been identified by the State as persistently dangerous.

How are parents to be notified about the school choice option?

Parents should be notified about the school choice option by using the letter templates provided by the Iowa Department of Education at www.iowa.gov/educate/content/view/653/626.

- ◆ A LEA must provide a written explanation of the school choice transfer option to all parents of students enrolled in identified Title I schools.
- ◆ This notification must be in a comprehensive, easy-to-understand format, and to the extent practicable, in a language the parents can understand.
- ◆ At a minimum, this notification must:
 - Inform parents that their child is eligible to attend another public school due to the less than adequate performance of their current school;
 - Identify each public school, including public charter schools, that the parent can select; and
 - Describe the performance and overall quality of those schools.

How long must a school offer the school choice option?

If an eligible student exercises his or her school choice option, a LEA must permit the student to remain in the new school until the student has completed the highest grade in the school.

The LEA is no longer obligated to provide transportation for the student after the end of the school year in which the student's school of origin is no longer identified for school improvement, corrective action, or in the planning year of restructuring.

What if no receiving schools are available to receive students through the school choice transfer option?

Parents must *still* be notified that their child's school is identified for school improvement and that the child is eligible for the school choice transfer option, but that no choices are currently available.

Such notification might also inform parents of the option of supplemental education services for all children who are eligible.

- ◆ This may occur when all schools at a grade level are in school improvement. In this case, the LEA shall, to the extent practicable, establish a cooperative agreement with other LEAs in the area.
- ◆ Other situations may also exist, such as where there is only one school in the district or when the rural or isolated nature of an LEA prevents the school choice option.

What are the responsibilities of the receiving school?

A school that receives students under the school choice option must ensure that the students are enrolled in classes and other activities in the school in the same manner as all other students in the school.

What about transportation related to the school choice option?

A LEA with a school in need of assistance must pay for, or provide, transportation to the new school as a result of the school choice option.

- ◆ A LEA is responsible for transportation until the school of origin is no longer in improvement status.

The following is how a LEA may fund transportation costs for the school choice option:

- ◆ Unless a lesser amount is needed to meet demand for choice-related transportation and to satisfy all requests for supplemental education services, a LEA must spend up to an amount equal to 20 percent of its Title I, Part A allocation, before any reservations, for:
 - Choice-related transportation;
 - Supplemental education services; or
 - A combination of choice-related transportation and supplement education services.

If necessary, the LEA must establish priorities in determining who receives services.

- ◆ When more students request services than the school district can fund, the district must place a priority on serving students who are the lowest achieving.

Supplemental Education Services for Title I Schools Identified as SINA

In monitoring, the United States Department of Education questions why parents have not been taking advantage of the supplemental education services option.

Schools identified as a school in need of assistance in year 2 must:

- ◆ Offer supplemental education services to all low-income students.
- ◆ Offer choices of multiple supplemental education services providers.
- ◆ Set aside funds to pay the per pupil allocation for services provided.
- ◆ Assure that the school, parent, and supplemental education services provider work together.
- ◆ Work with the supplemental education services provider to design an individual student academic plan.

Understanding Supplemental Education Services (SES):

Supplemental education services must be:

- ◆ High quality, research based tutorial programs.
- ◆ Designed to increase the academic achievement of children.
- ◆ Explained to parents so they are given the opportunity to select a service from a list of state approved providers.
- ◆ Outside the regular school day.
- ◆ Aligned with district content standards and instruction.

NOTE: The district is not required to provide transportation for off-site SES.

State Role in Supplemental Education Services:

The Iowa Department of Education will:

- ◆ Control the SES provider approval process.
- ◆ Assist with the monitoring of services and program implementation.
- ◆ Notify districts of changes/updates with Title I legislation regarding supplemental education services.

District Role in Supplemental Education Services:

The local education agency will:

- ◆ Notify parents annually of supplemental education services availability.
- ◆ Establish a process by which parents may sign students up for supplemental education services.
- ◆ Meet with SES providers regularly.
- ◆ Enter into a contractual agreement with SES providers regarding expectations for service, individual student academic plans and financial arrangements.
- ◆ Pay the per pupil allocation for services provided.
- ◆ Monitor SES program implementation.
- ◆ Collaborate with the Iowa Department of Education.
- ◆ Develop an individual student plan (ISP) for each student served.

Supplement Education Services Provider Role in SES:

The SES provider will:

- ◆ Ensure that instruction is research based, of high quality and is consistent with local academic standards.
- ◆ Provide academic assistance to students outside of the regular school day.
- ◆ Work collaboratively with the LEA, SINA building principals, and parents.
- ◆ Provide written feedback to the parents and LEA regarding student progress (ISP reporting).
- ◆ Meet all applicable federal, state and local health, safety, and civil rights laws.
- ◆ Be approved by the Iowa Department of Education as a recognized supplemental education services provider.

Calculating Supplemental Education Services Costs:

Districts must set aside from Title I Part A funds an equivalent of 20% of the Title I allocation for SES/school choice, unless parent demand for SES/school choice transportation can be met with less.

The 20% of the Title I allocation set aside is reserved as:

- ◆ 5% for school choice.
- ◆ 5% for supplemental education services.
- ◆ Remaining 10% available for supplemental education services and/or school choice as need demands.

Calculating the Per Pupil Allocation:

- ◆ Section 1116 (e)(6) requires that each student receiving supplemental education services must get the **lesser** of:
 - The ED calculated per pupil amount for supplemental education services;
- OR**
- The actual costs of Title I supplemental education services the student receives.
- ◆ The calculated per pupil amount is available on the Iowa Department of Education web site under Title I allocations for the 2008-2009 school year. The per pupil amount represents the LEA Title I Part A allocation divided by the U.S. Department of Education poverty formula child count.

Supplemental Education Services Providers:

All supplemental education services providers must be approved by the Iowa Department of Education.

SES providers may include:

- ◆ Private providers—individuals or corporations.
- ◆ The local education agency for identified schools within or outside of the LEA (unless the LEA is identified as a district in need of assistance).
- ◆ School buildings within the LEA that are not identified as a school in need of assistance.
- ◆ Area education agencies.

GENERAL TITLE I INFORMATION

Title I Part A of the Elementary and Secondary Education Act of 1965 (ESEA) provides local educational agencies (LEAs or school districts) with extra resources to help improve instruction in high-poverty schools and ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and to reach, at a minimum, proficiency on challenging academic standards. The *No Child Left Behind Act of 2001 (NCLB)* re-authorizes the ESEA and incorporates major reforms for education reform, particularly in the areas of assessment, accountability, and school improvement. NCLB requires the development of standards in reading and math, and assessments linked to those standards for all students in grades 3-8. LEAs and schools must use Title I funds for activities that scientifically based research suggests will be most effective in helping all students meet those standards.

STATE TITLE I POLICIES

Iowa has established a limited number of State policies that are not mandated by Federal regulations. These policies are as follows:

1. The SEA has established a \$1,000 minimum for a carryover allocation. Carryover funds are computed by subtracting the approved current budget figure from the current allocation. Title I legislation allows a LEA to carryover, at maximum, 15 percent of the current allocation for allocations of \$50,000 or more. However, the SEA may, once every three years waive the percentage limitation. LEAs having allocations of less than \$50,000 are limited only to the State established \$1,000 carryover minimum. **NOTE:** In order to use currently approved unspent funds as carryover, you must amend the previous year's current budget to the actual expenditures.
2. The SEA withholds funds from LEAs with delinquent participation data forms, equipment inventory and/or disposal record, comparability reports or school improvement plans not on file as required.
3. Once a Title I project has been closed with the **Project Budget Completion** button, a LEA will only be allowed to amend that project through January 31 of the next year.

TITLE I GRANT AVAILABILITY AND ALLOCATION PROCESS

Title I, Part A Grants

Title I, Part A funds are allocated to LEAs under four funding formulas. Basic grants represent roughly 90 percent of annual funding. Concentration grants have been appropriated since 1989-90 as additional funds allocated to LEAs with high numbers or percentages of low-income children. Beginning with the 2002-2003 school year, Congress has appropriated two additional supplementary mechanisms. Similar to concentration grants, targeted grants are intended to boost the share of Title I funds received by high-poverty LEAs by specifically focusing funds on the highest-poverty LEAs. Education finance incentive grants (EFIG) rewards states with high levels of school finance equity by giving all LEAs some extra money. Targeted grants and EFIG grants are not separate programs, but simply a way of providing extra aid to LEAs. Once the funds arrive at the LEA, they may be commingled and used for identical purposes. Title I grants to local education agencies provide financial assistance to LEAs for supplemental services to improve the teaching and learning of children at risk of not meeting challenging academic standards, especially those children who reside in areas with high concentrations of children from low-income families.

Title I is forward-funded. This means that funds are appropriated for a given Federal fiscal year (FFY) beginning October 1, but the monies are not available for expenditure until the school year (SY) that begins the subsequent July 1. For example, funds appropriated in the fall of 2007 for FFY 2008 (October 1, 2007– September 30, 2008) are available for SY 2008-2009, which begins July 1, 2008. Funds are available for 15 months (July 1, 2007 – September 30, 2008). The Tydings Amendment of 1969 allows LEAs to carry over for one additional year any Federal education funds that were not obligated in the period for which they were appropriated. Thus, appropriations are available for a total of 27 months. Carryover funds allow LEAs to maintain a reserve to cover unanticipated expenses or cushion the LEA from unexpected declines in Federal funding. In 1988, Congress enacted a 15 percent ceiling on the amount of Title I funds that a LEA may carry over from year to year. However, a LEA receiving an allocation of less than \$50,000 is exempt from the 15 percent limit, and states may grant a LEA a waiver to carry over funds in excess of the 15 percent limit once every three years.

Until the 1999-2000 school year, the U.S. Department of Education calculated allocations down to the county level, using several data elements. Counties did not actually receive funds, but were the smallest geographical unit for which the

Federal government had all the necessary data. States sub-allocated the county amounts to LEAs within each county, in a separate allocation process.

Beginning in school year 1999-2000, the Title I statute required the U. S. Department of Education (ED) to allocate Title I grants to eligible LEAs rather than counties. ED allocations reflect the list of LEAs as they exist on maps provided to the Bureau of the Census by each state. Children, between the ages of 5 to 17, with the appropriate status (low-income, foster child, etc.) may be counted for the purpose of generating funds. These children are commonly termed “formula children.” The U. S. Department of Education determines the eligibility of each of these LEAs for a Title I grant using the number of formula children under section 1124(c) of Title I: that is, updated poverty estimates produced by the Census Bureau, children above poverty in families receiving Temporary Assistance for Needy Families (TANF), foster children reported by the Department of Health and Human Services, and children living in institutions for neglected children reported by each state to the U. S. Department of Education. (**NOTE:** In Iowa, there are no children receiving TANF payments who have family incomes above the poverty line.)

Census poverty data are derived from the decennial census and statistically updated every two years. FY 2001 and FY 2002 funds were allocated using adjusted 1997 data. The FY 2003 funds for school year 2003-2004 were allocated using 1999 census estimates that were extremely unfavorable for Iowa indicating a decrease in student population and lower poverty rates when compared with other states. This resulted in a 1.9 million dollar or 3 percent decrease for the State in Title I funding for the 2003-2004 school year. In calculating 2004-2005 allocations for LEAs, the U.S. DE used income year 2000 census estimates and Iowa received a total 1.7 million dollar increase over previous year funding. Income year 2002 census estimates of children in poverty resulted in approximately a 1% decrease in funding to the state of Iowa for 2005-2006 allocations. While updated 2004 census data indicated a decrease in the number of children ages 5-17 living in the State, but an increase in the number of those children living in poverty when compared with 2002 census estimates; the state received a slight increase in funding for 2007-2008. Updated income year 2005 estimated numbers of related children ages 5-17 in families in poverty, estimated total school-age population and the estimated total resident population for each LEA will be used by the U.S. DE to compute school year 2008-2009 Title I allocations. Although the 2005 preliminary census data shows an insignificant decrease in the estimated total resident population, there was a 6% increase in the number of children ages 5-17 living in the State, and a 7% increase in the number of those children living in poverty when compared with 2004 census estimates. The increase in poverty children is reflected in a nearly 6% increase in the estimated amount of Title I funding for 2008-2009 compared to the 2007-2008 school year.

To be eligible for basic grants, a LEA must have at least 10 formula children **and** the number of formula children must be greater than two percent of the LEA's total school-age population. To be eligible for concentration grants a LEA must have more than 6,500 formula children **or** the number of formula children must exceed 15 percent of the LEA's total school-age population. To be eligible for targeted grants, the number of formula children counted in a LEA for basic grant purposes must be at least 10 and equal or exceed 5% of the LEA's total school-age population. In addition, the funding formula adjusts the number of formula children to give greater weight to those LEAs that have higher numbers or percentages of formula children. The eligibility criteria used to determine whether a LEA qualifies for an education finance incentive grant (EFIG) allocation are the same as for targeted grants. The State's EFIG is allocated to LEAs using a weighted formula similar to the targeted grants formula. The within-state weights used are determined to the degree to which expenditures are equalized across school districts.

Allocations to LEAs that serve an area with a total population of 20,000 or more will be the allocation determined by the U.S. Department of Education, subject only to SEA adjustments for hold-harmless requirements and reservations for State administrative funds. Title I legislation permits a SEA to combine the U.S. Department of Education allocations to LEAs that serve an area of fewer than 20,000 total residents and use an approved alternative method to determine eligibility and redistribute the combined total of funds allocated to those “small” LEAs. In an effort to retain funding for as many Iowa school districts as possible, the Iowa Department of Education and the State Title I Committee of Practitioners examined allocation methods. The Iowa Department of Education is approved by the U.S. Department of Education to use the alternative allocation process that is found to be most equitable.

Prior to the 1999-2000 school year, the Iowa Department of Education used October free lunch counts and the most current year low-income dependent revenue data to determine the eligible formula counts for each LEA by county of residence. The county allocations were then allocated using the appropriate formula count and the county allocations compiled for each LEA to determine the new allocation and adjust according to the hold-harmless requirement.

With the approval of the U.S. Department of Education for the Iowa Department of Education to use an alternative allocation process, the SEA finds the use of free lunch and low-income data continues to be the most equitable method for allocating Title I funds to LEAs under 20,000 population. Therefore, the data elements used in allocating Title I funds in Iowa is free lunch counts as reported by LEAs and private schools annually for October 31 and low-income

dependents, ages 5-17, as reported annually by the Iowa Department of Revenue and Finance from income tax returns. This data is compiled to determine low-income children for each LEA. Since this data could represent a duplicated count, an average is computed to determine the formula count for each LEA. From surveys of local neglected institutions, the caseload count representing the number of children from the October caseload who resided in the institution for 30 consecutive days, at least one of which was in October, is added to each LEA formula count as applicable. The population counts are the corresponding LEA enrollment of children ages 5 to 17 multiplied by 0.5. The LEA's eligibility is based upon the number and percent of formula children; and alternative allocations made on the basis of eligible formula children.

Any funds allocated to a LEA for the purpose of serving local neglected children must be identified separately on the General Budget Detail Screen and included as part of the LEA's Title I Current Project Budget of the Title I electronic Internet application.

The ED amounts for Title I, Part A grants will also include funds generated by children in locally operated institutions for delinquent children and adult correctional institutions that the SEA retains to make subgrants to LEAs under Part D, Subpart 2 of Title I. Surveys of local delinquent institutions provide October caseload data. Part D of NCLB requires the SEA to retain funds generated by local delinquent children and to make subgrants to LEAs through a formula or competitive grant process for programs that serve local delinquent children or children at risk of dropping out of school. In Iowa, the SEA allocates local delinquent funds to LEAs to provide services within institutions having a caseload of at least 10 children residing in the institution for 30 consecutive days at least one of which is in October. A LEA applies for local delinquent funds on the Delinquent Application, Delinquent Budget and Delinquent Narrative Screens of the Title I electronic Internet application.

The Title I law specifies that if appropriations are insufficient to fully fund all Title I entitlements in any given year—which has been the case virtually from the start—grants will be ratably reduced. However, in the 1974 education amendments (P.L. 93-380), Congress adopted a mechanism to cushion LEAs from radical drops in their Title I allocations from one year to the next. The 1974 amendments created a “hold-harmless” provision that specified that, as long as a LEA was eligible for the program, it would receive a basic grant that was no less than 85 percent of the amount it received in the preceding year. This protected a LEA's allocation regardless of any other variables that might affect the level of the allocation. For FY 96, there was a one-time exception providing eligible LEAs with a 100 percent hold-harmless for both basic and concentration grants. For FY 97 and succeeding years, Congress established a variable hold-harmless system, which was to provide greater security for LEAs with higher levels of poverty. Under this system, LEAs with at least 30 percent low-income children were guaranteed 95 percent of their previous year funds, LEAs between 15 and 30 percent poverty were guaranteed 90 percent, and LEAs below 15 percent were guaranteed 85 percent of their funds. No hold-harmless was established for concentration grants. However, the FY 1998 Appropriations Act established a 100 percent hold-harmless provision at the LEA level for Basic **and** Concentration Grants for 1998-99, which was intended to limit the impact that the use of the updated census data had on allocations. The 100 percent hold-harmless provision was still in place for the 2001-2002 school year. Beginning in school year 2002-2003 the Title I legislation applied the variable hold-harmless rate of 85% to 95% based on the formula percent of low-income, to the funding formulas for all four grants (basic, concentration, targeted grants, EFIG). For concentration grants under NCLB, the hold-harmless provision applies to a LEA for four consecutive years even if the LEA no longer meets the eligibility threshold. Therefore, a LEA that was last eligible for a concentration grant in SY 2004-2005 but was not eligible in SY 05-06, 06-07, 07-08 and 08-09 will receive the hold-harmless amount in SY 2009-2010. If that LEA, however, fails to meet the concentration grant eligibility thresholds for SY 2009-2010, it will no longer be eligible for the hold-harmless guarantee. By statute, the hold-harmless provision only applies as far as funding is available.

It should be understood that the hold-harmless provision only provides a temporary cushion against a decline in funds; it does not establish a permanent floor for a LEA's federal funding. If a decline in the number of low-income children or a drop in program funding dictates a sharp reduction in a LEA's grant, the hold-harmless system simply allows the LEA to conduct an orderly phase-down of its federally funded activities. Moreover, LEAs that drop below the minimum poverty threshold for program eligibility will experience abrupt termination of their funding, without the benefit of a phase-out period.

All LEA amounts are ratably reduced to cover statutorily authorized set-asides for State administrative costs and school improvement activities. Title I legislation allows the SEA to reserve up to 1% of funds allocated under Part A to carry out administrative duties related to Title I. NCLB also requires the SEA to reserve 4% of Part A allocations to carry out State and local school improvement activities.

Migrant Education Program (Title I, Part C)

Migrant Education is a national program that provides supplemental education and support services to eligible migrant children each year. Migrant Education funds are allocated to SEAs to establish or improve programs of education for children of migratory agricultural workers or of migratory fishers. In compliance with the No Child Left Behind Act of 2001, LEAs systematically identify and serve migrant eligible students who reside within their area/boundaries. Services may vary from one LEA to another, depending upon the numbers of students identified and their needs. These services help children of migrant workers overcome the disadvantages they face, including disruption to their education. Services provided may include preschool programs, individual tutorial in the content areas, before and after school programs, English as a Second Language (ESL), summer school programs, supportive health services in cooperation with other agencies, Parent Advisory Council (PAC), and Spanish translating and interpreting services.

Migrant workers seek temporary or seasonal work in agriculture, fishing or related industries, including food processing. They follow the growing seasons across the country and are largely responsible for the cultivation and harvest of fruits, vegetables and many other food products. Agribusiness in Iowa includes meatpacking plants, grain companies, egg processing plants, poultry processing, crop work, and food processing plants. Many migrant workers have an average income below the national poverty line. The migrant population is made up of diverse ethnic groups. In Iowa, Hispanics make up the largest group, with Southeast Asians, African Americans, Anglos and other racial and ethnic groups completing the remainder of the migrant population. While many migrant families consider Iowa to be their home base, many come from Texas, California, Florida, Mexico and other states and countries.

To qualify for the Migrant Education program, a child must have moved within the past three years across state or school district lines with, or to join, a migrant parent or guardian to enable the child, the child's guardian or member of the child's immediate family to obtain temporary or seasonal employment in an agricultural, fishing, or food processing activity. The child may be in any grade between preschool and grade 12 and must be 3 through 21 years of age (without a high school diploma or equivalent) to qualify to receive services in a migrant education program.

Each State's grant is based, in part, on the full-time equivalent number of migratory children, ages 3-21, who reside in the State, as adjusted to reflect migratory children served in special summer or intercession programs. In Iowa, the SEA allocates migrant education funds to LEAs on the basis of reported numbers of migratory children. One recruiter works with LEAs throughout the State to offer technical assistance serving as a liaison between LEAs and agribusinesses.

For FY 07, over \$1.6 million provided regular school year and summer programs in 18 LEAs. The LEAs must complete the Migrant Education Application, Migrant Budget, Migrant Budget Detail and Migrant Program Narratives Screens of the online Title I Annual Application. Funding is allocated by formula to LEAs based upon the submission of a separate application that details priority for services criteria such as mobility, limited English proficiency, and migrant student achievement.

2008-2009 Iowa Title I Migrant Education Programs

Columbus CSD	Ottumwa CSD
Coon Rapids-Bayard CSD	Perry CSD
Denison CSD	Postville CSD
Estherville Lincoln Central CSD	Sioux Center CSD
Lenox CSD	Storm Lake CSD
Marshalltown CSD	West Sioux CSD
	Williamsburg CSD

For information or assistance with the migrant education program in Iowa, contact Donna Eggleston at 515/281-3999 or donna.eggleston@iowa.gov.

Neglected and Delinquent Program (Title I, Part D, Subpart 1 and 2)

Title I, Part D, Subparts 1 and 2 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (H.R. 1/P.L. 107-110) authorizes grants to SEAs for education programs that serve children and youth in State-operated institutions or community day programs for neglected or delinquent (N or D) children and in adult correctional facilities. State allocations are based on the number of N or D children enrolled in a regular program of instruction for at least 1) 15 hours per week if in an adult correctional institution, and 2) 20 hours per week if in an institution or community day program for N or D children. State agencies responsible for providing free public education for N or D children apply directly to the SEA for these funds. In Iowa, the Iowa Department of Corrections and the Iowa

Department of Human Services receive allocations that are determined, on the basis of the reported caseloads, by the U.S. Department of Education. The Iowa Department of Corrections provides Title I service at the Clarinda Correctional Facility, State Penitentiary in Anamosa, Fort Dodge Correctional Facility, Iowa Correctional Institution for Women in Mitchellville, Iowa Medical and Classification Center in Oakdale, and Mt. Pleasant Correctional Facility. The Iowa Department of Human Services provides Title I service at the Iowa Juvenile Home, State Training School and Independence Mental Health Institute. For information or assistance with the State neglected or delinquent program in Iowa, contact Rick Bartosh at 515/281-0368 or richard.bartosh@iowa.gov.

Subpart 2 creates a program that provides assistance to local educational agencies (LEAs) to serve children and youth who are in locally operated correctional facilities, including institutions for delinquent children, or are at-risk of dropping out of school. State educational agencies (SEAs) award Subpart 2 funds to LEAs to conduct programs that provide a wide array of services to meet the special needs of at-risk children and youth. The U.S. Secretary of Education allocates Part D, Subpart 2 funds for each state based on the October caseload data on the number of children and youth living in local institutions for delinquent children. From funds allocated to the State for Part D, Subpart 2 purposes, the SEA awards subgrants to eligible LEAs. The SEA has the option of awarding subgrants either through a formula or a discretionary grant process based on need. In Iowa, grants are awarded on a formula basis to LEAs for local delinquent institutions with an October caseload of 10 or more.

The purpose of the Subpart 2 program is to support LEA programs that involve collaboration between LEAs and local correctional facilities, including local institutions and community day programs for delinquent children and youth to carry out high quality education programs that prepare youth to complete high school, enter training or employment programs, or further their education; to facilitate the transition from programs in the institutional setting to further education or employment; or to operate dropout prevention programs in local schools for youth at risk of dropping out or youth returning from correctional facilities or delinquent institutions. LEAs receiving local delinquent education funds make application to use such funds on the Delinquent Application, Delinquent Budget, Delinquent Budget Detail, and Local Neglected or Delinquent Narrative Screens as part of the Title I electronic Internet application. For information or assistance with local delinquent education programs, contact the Title I consultant for your AEA (see Title I Staff and Responsibilities section in this reference manual).

AUDITING TITLE I FUNDS

The U.S. Congress amended the Single Audit Act of 1984 in 1996. The Office of Management and Budget (OMB) has withdrawn Circular A-128 and revised Circular A-133 "Audits of States, Local Governments, and Non-Profit Organizations," to include governmental entities previously covered by A-128. The revised circular, which regulates the implementation of the Single Audit Act Amendments of 1996, was released on June 24, 1997.

Previously, all LEAs regardless of Federal funding level were required to have their annual audits conducted in accordance with OMB Circular A-128, "Audit Requirements for State and Local Governments," or its successor. Currently, all Iowa local education agencies that expend a total of \$300,000 or more in Federal awards in any fiscal year will have an annual audit conducted in accordance with OMB Circular A-133 as is required by the Single Audit Act Amendments of 1996. LEAs expending less than \$300,000 in Federal awards in any fiscal year will not be required to have their annual audits conducted in accordance with OMB Circular A-133. Instead, those agencies will have an audit that follows the requirements of Chapter 11 of the Code of Iowa. SEA staff will review audits for areas of non-compliance and will follow up as appropriate.

The Single Audit Act Amendments of 1996 included language that limited the use of Federal money to pay audit costs. The Act stated that those LEAs expending less than \$300,000 in Federal awards in any fiscal year could not charge any of the costs of a Single Audit to Federal programs. LEAs expending at least \$300,000 in Federal awards in any fiscal year could charge to the Federal award a reasonable, proportionate share of the cost of the audit, if the audit was conducted in accordance with the Single Audit Act Amendments of 1996.

The exemption from conducting the annual audit in accordance with OMB Circular A-133 will not exempt an agency from compliance with any provision of a Federal statute or regulation that requires the agency to maintain records concerning Federal awards provided to it or that permits a Federal agency, pass-through entity, or the Comptroller-General access to such records. Questions and comments on this process should be addressed to Janice Evans, 515/281-4738 or janice.evans@iowa.gov.

CODING TITLE I ACCOUNTS

Immediately after receipt of a check for Title I funds, the check should be deposited to the credit of the proper Title I expenditure account using the updated Title I accounting codes for Uniform Financial Accounting. Please note that the revenue source codes have changed as of the 2007-2008 school year. The proper codes for Title I are as follows:

4501 – Title I Grants to Local Education Agencies (CFDA 84.010)

4503 – Migrant Education (CFDA 84.011)

4508 – Title I Grants to LEAs, carryover (Funds become available on July 1 and are coded under 4501 for the first 15 months, July 1 to September 30 of subsequent year; if funds are not completely obligated at the end of the 15 months, they become carryover funding coded to 4508).

The approved Title I project budget expenditure category amounts are the controlling figures in determining the need for an amendment. A 10 percent variance is permissible for an expenditure category provided the total approved budget amount is not violated. The two exceptions to the 10 percent variance are:

1. Indirect Cost - This figure cannot exceed the amount approved in budget function 2300, column 8.
2. Employee Benefits - This figure cannot exceed the amount approved if only FICA and IPERS are the itemized approved charges. Salaries paid by Title I will be the controlling figure to use in computing the employee benefits amount. However, if insurance benefits have been approved in the budget, the 10 percent expenditure category variance could then be applied insofar as this cost item would affect the approved Title I expenditure category figure.

When the LEA realizes that the 10 percent expenditure category variance will hamper the Title I program and penalize the LEA in a financial manner, the proper procedure is for the LEA to file an amendment to the Title I electronic Internet application that will reflect the proper expenditure amounts (see amendment instructions under the General Budget section of this reference manual).

The title to and administrative control over equipment acquired with funds provided under Title I must be retained and exercised by a public agency. In exercising that administrative control, the public agency shall not only keep records of and account for the equipment, but also shall assure itself that the equipment is being used in Title I service delivery.

TITLE I PROGRAM REQUIREMENTS

Maintenance of Effort

A LEA may receive its full allocation of Title I, Part A funds for any fiscal year only if the SEA determines that the LEA has maintained its fiscal effort in accordance with Section 9521 of ESEA. Section 9521 provides that a LEA has maintained fiscal effort for any fiscal year only if the SEA finds that either the combined fiscal effort per student or the aggregate expenditures of the LEA and the State with respect to the provision of free public education by the LEA for the preceding fiscal year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year.

In addition to Title I, Part A, the maintenance of effort (MOE) requirement of Section 9521 apply to the following ESEA programs:

- Title I, Part B, Subpart 3, Even Start;
- Title I, Part D, Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk;
- Title I, Part F, Comprehensive School Reform;
- Title II, Part A, Improving Teacher Quality State Grants;
- Title II, Part D, Educational Technology State Grants;
- Title III, Part A, English Acquisition State Grants;
- Title IV, Part A, Safe and Drug-Free Schools and Communities;
- Title IV, Part B, 21st Century Learning Centers; and
- Title VI, Part B, Subpart 2, Rural Education.

If a LEA fails to meet the MOE requirement, the SEA must reduce the amount of funds allocated under the programs covered by the MOE requirements in any fiscal year in the exact proportion by which the LEA fails to maintain effort by falling below 90 percent of either the combined fiscal effort per student or aggregate expenditures. In reducing a LEA's allocation because it failed to meet the MOE requirement, the SEA uses the measure most favorable to the LEA.

For a year in which a LEA failed to maintain effort, the expenditure amount a SEA uses for computing maintenance of effort in subsequent years will be 90 percent of the prior year amount rather than the actual expenditure amount.

The Secretary of Education may waive the MOE requirement if it is determined that such a waiver would be equitable due to exceptional or uncontrollable circumstances such as a natural disaster; or a precipitous decline in the financial resources of the LEA.

In determining whether a LEA has maintained fiscal effort, a SEA must consider the LEA's expenditures from State and local funds for free public education. These include expenditures for administration, instruction, attendance and health services, pupil transportation services, operation and maintenance of plant, fixed charges, and net expenditures to cover deficits for food services and student body activities.

Expenditures for community services, capital outlay, debt service, or supplemental expenses made as a result of a Presidential disaster declaration are not to be included in the determination. In addition, any expenditure made from funds provided by the Federal government is excluded from the determination.

For purposes of determining maintenance of effort, the "preceding fiscal year" is the federal fiscal year, or the 12-month fiscal period most commonly used in a state for official reporting purposes, prior to the beginning of the federal fiscal year in which funds are available. For example, federal funds first available July 1, 2008, for federal fiscal year beginning October 1, 2007, (current state fiscal year beginning July 1, 2007), the preceding state fiscal year 2007 begins on July 1, 2006, and the second preceding state fiscal year 2006 begins July 1, 2005.

The following table gives an example of the maintenance of effort determination and reduction of funds as used for school year 2008-2009 allocation purposes.

		Aggregate Expenditures	Amount Per Student
1	Amount LEA spent in 2 nd preceding fiscal year (state FY 2006, which began July 1, 2005)	\$1,000,000	\$6,100
2	Amount LEA had to spend in the preceding fiscal year (state FY 2007, which began July 1, 2006) in order to maintain effort (90% of 2 nd preceding year's expenditures)	900,000	5,490
3	Actual amount LEA spent in the preceding fiscal year (state FY 2007)	850,000	5,200
4	Amount by which the LEA failed to maintain effort (Line 2-Line 3)	-50,000	-290
5	Percent the SEA must reduce the LEA's allocation (Line 4/Line 2)**	-5.6%	-5.3%
** The SEA uses the percentage that is most advantageous to the LEA			

In this example, which uses state fiscal year (FY) 2006 and FY 2007 as the comparison years, the LEA needed to spend \$900,000 in the aggregate during the preceding fiscal year (FY 2006) to meet the 90 percent level, but spent only \$850,000. As a result, the LEA failed to meet the 90 percent level by \$50,000 or 5.6 percent (\$50,000 / \$900,000). Similarly, on a per student basis, the LEA needed to spend \$5,490 per student during the preceding fiscal year, but spent only \$5,200 per student. The LEA failed to maintain effort on a per student basis by \$290 or 5.3 percent (\$290 / \$5,490). Therefore, unless the Secretary of Education grants a waiver, the SEA must reduce the LEA's school year (SY) 2008-09 allocation by 5.3 percent (the reduction most favorable to the LEA).

Schoolwide Programs

Title I targeted assistance schools may become a schoolwide program if the poverty level in the building is at least 40% and they spend a year developing a schoolwide program plan based upon building level needs assessment. All children within a schoolwide program school are considered eligible. Services are integrated into the regular school program with the focus on improving building level achievement while addressing the needs of low-achieving children and those most at risk of not meeting the State student academic achievement standards. A copy of the Title I schoolwide program plans must be on file at the Iowa Department of Education.

Supplement vs. Supplant in Title I Buildings

Under section 1120A(b)(1)(A) of Title I, funds must be used only to supplement, not supplant the amount of funds that would, in the absence of Title I funds be made available from non-federal programs. Title I funds may be used in targeted assistance buildings only for programs that provide service to eligible children identified as having the greatest need for special service. Title I funds may not be used in a targeted assistance program to provide services otherwise required by law to be made available. Title I funds must not be used to supplant local funds in schoolwide program schools.

Both Title I schoolwide and targeted assistance programs are expected to meet Comparability and Maintenance of Effort requirements.

Targeted Assistance Buildings

Schools ineligible to be schoolwide programs or those that choose to not operate a schoolwide program must use funds only for programs that provide services for children identified as in greatest need of assistance. Schools offering this type of Title I service are referred to as targeted assistance schools (TAS). The vast majority of Title I funded buildings in Iowa operate as a targeted assistance program. In school year 2006-2007, there were 530 Title I targeted assistance buildings compared to 137 Title I schoolwide program buildings.

A targeted assistance program targets services on specific, identified children. A student is eligible for services if he/she is failing or most at risk of failing, to meet the State's challenging student academic standards. Identification must be based on multiple, educationally related, objective criteria. Targeted assistance Title I services offered must be supported by a written selection process. For preschool through second grades, multiple developmentally appropriate measures, which may include teacher judgment and parent interviews, are used to identify children in greatest need. For grades three and above, multiple educationally related, objective criteria and uniform procedures are used to identify and select students in greatest need for program participation. Economically disadvantaged, disabled, migrant, ELL students and children who at any time in the two preceding years participated in Head Start or Even Start are eligible for Title I service based on the same criteria as other children. Children who at any time in the two preceding years received services in a local neglected or delinquent institution or in a neglected or delinquent community day program or who were considered homeless may also be eligible.

Title I funds must be spent on supplementary services for students most in danger of failing to achieve district reading and/or mathematics standards. Supplementary service is in addition to what would happen in the absence of Title I funds. Title I programs must be designed based on "scientifically based research." In a reading program, this includes phonics, phonemic awareness, vocabulary, fluency and comprehension. The LEA must have a parent notification policy for notifying parents of their child's eligibility to participate in Title I services; and must develop written procedures to enable children to enter and exit the program throughout the school year.

Title I Preschools

Local Title I funds may be used for preschool programming. No additional funds are provided for this purpose. A Title I preschool may operate in conjunction with an early childhood special education preschool program, a district-operated preschool, a private pay preschool, or a combination of those programs. Iowa Quality Preschool Program Standards (IQPPS) are recommended for all Iowa preschool programs. For IQPPS information contact Dee Gethmann at (515) 281-5502, dee.gethmann@iowa.gov or Laurabelle Sherman-Proehl at (515) 242-6018, laurabelle.sherman-proehl@iowa.gov. For more information on programs and services to support early childhood education of Iowa's young children, go to www.iowa.gov/educate/content/section/24/1016/.

Title I Program Evaluation

LEAs are required to have a system in place for annually evaluating the Title I program. The effectiveness of the Title I program can be annually evaluated by using either Iowa's QIC-Decide model consisting of questions and the analyzing and sharing of collected data, or by using a series of program evaluation surveys distributed to all Title I families and classroom teachers at Title I schools. Parents and staff should be included in the review process for the purpose of suggesting potential programming needs and or changes.

TITLE I REPORTING REQUIREMENTS

Legislation places the responsibility for administering programs supported by federal funds under Title I on the Secretary of Education, state education agencies, and local education agencies. It is incumbent upon all concerned to use such funds in accordance with the spirit of the legislation.

The LEA must use grant funds in accordance with an approved budget and for the purposes for which the project has been approved. In addition, the LEA must maintain adequate records on all project funds by fiscal year and project number. The Title I budget and financial reports are designed to enable LEA fiscal reporting procedures to keep pace with the Generally Accepted Accounting Principles (GAAP) account structure and federal reporting requirements. If you have any questions about using GAAP procedures for maintaining Title I financial records, call Janice Evans, School Administration Consultant, at 515/281-4740 or janice.evans@iowa.gov.

Annual Progress Report

The Annual Progress Report (APR) is a document that reports on a LEA's yearly progress. This document must be provided to the local community, respective AEA and the Iowa Department of Education. The requirements for this document are found in Chapter 12 of the Iowa Administrative Code. Progress for all buildings receiving Title I funds is included in this report. All schools and school districts are to submit an APR and Participation Rate Matrix by September 15. A technical assistance document is found at www.iowa.gov/educate.

Comparability Report

The Title I Comparability Report is mandated by Section 1120A(c) of NCLB. A LEA may receive Part A, Title I funds only if it uses State and local funds to provide services in Title I schools that are at least comparable to the services provided in non-Title I schools. If all schools in a LEA are Title I schools, the LEA must use State and local funds to provide services that are substantially comparable in each school. Because Title I allocations are made annually, this is an annual requirement. Title I schools must receive comparable services each year. LEAs must maintain records and evidence of procedures for compliance of comparability. Records must be kept on file in the district for five years and made available, upon request, to local, state, and federal authorities for auditing and/or program review purposes.

- ◆ The LEA may exclude schools that have fewer than 100 students (use official enrollment date).
- ◆ A district that has only one school per grade span, with no overlapping grades between schools, does not need to complete a comparability report.
- ◆ Only grade spans that contain more than one school and at least one Title I school need to have comparability computed.

Because the SEA is ultimately responsible for ensuring that LEAs comply with the comparability requirement, the SEA may establish the method a district uses to determine comparability.

Iowa school districts that are required to report on comparability will be notified by the state Title I office. Approximately 18% of Iowa school districts are currently required to report on comparability.

LEAs will use the October 1, 2008 enrollment information from the BEDS report. The Comparability Report is due November 30, 2008.

Questions regarding comparability may be directed to Sandy Johnson at (515) 281-3965; or sandra.johnson@iowa.gov.

The following 65 districts were required to report comparability in the 2007-2008 school year:

Ames	Dike-New Hartford	Linn-Mar	Pella
Ankeny	Dubuque	Maquoketa Valley	Pleasant Valley
Bettendorf	Eddyville-Blakesburg	Marion Ind	Sioux City
Boone	Fairfield	Marshalltown	Southeast Polk
Burlington	Fort Dodge	Mason City	Spencer
Cedar Falls	Fort Madison	Mid-Prairie	Storm Lake
Cedar Rapids	George-Little Rock	MOC-Floyd Valley	Union
Centerville	Harlan	Mount Pleasant	Urbandale
Charles City	Highland	Muscatine	Van Buren
Clear Creek-Amana	Howard-Winneshiek	Newton	Wapsie Valley
Clinton	Indianola	North Cedar	Waterloo

College
Council Bluffs
Dallas Center-Grimes
Davenport
Des Moines

Iowa City
Johnston
Keokuk
Knoxville
LeMars

North Linn
North Polk
North Scott
Ottumwa
PCM

Waukee
Waverly-Shell Rock
West Central Valley
Webster City
West Des Moines
Western Dubuque

Comprehensive School Improvement Plan

The Comprehensive School Improvement Plan (CSIP) is a multi-year consolidated planning document that LEAs use to integrate programs used within the school district. Title I is incorporated into this document in numerous ways. Ideally, Title I would be infused in the overall document rather than provided as a separate entity. Title I issues addressed are parent involvement, identification of eligible students, staff development activities and an annual review of the program. These requirements are found in Section 1118(a) of P.L. 107-110 (H.R. 1) of the No Child Left Behind Act of 2001 and do not apply to accredited private schools. The SEA provides technical assistance at www.iowa.gov/educate.

Financial Reporting

Although the U.S. Department of Education makes allocations to LEAs, the SEA is the grantee; funds are drawn by the SEA and forwarded to each LEA. To apply for Title I funding, a LEA must submit an application consisting of statistical and fiscal data to obtain funding for a proposed program to help disadvantaged children meet high standards. Since the 2000-2001 school year, the Title I Annual Application is an electronic process via the Internet. The benefits of the electronic process include ease in completion of forms and elimination of errors via electronic calculations and error messages; also paper reduction and relief of mail delays as well as quicker response time for approval. Title I funds may be used to acquire hardware and proper connections, if necessary.

The *No Child Left Behind Act of 2001* stipulates the required components of an application and assurances by LEAs receiving Federal Title I funds. In Iowa, the Title I program application can be broken down into three parts:

1. The Comprehensive School Improvement Plan (CSIP) filed with the SEA integrates some Title I program issues. Parent involvement must be included in the CSIP.
2. Each LEA must complete Title I narratives as a part of the Title I electronic Internet application. The completion of these narratives is a required element for budget certification and approval.
3. Schoolwide Program plans must be on file with the SEA Title I office.

About October 1, following approval of the Title I Annual Application, LEAs will automatically receive approximately one-fourth of the approved amount on all projects except carryover. An additional one-fourth will be sent about January 1, and one-fourth will be sent about April 1. Final payment, not to exceed the balance due on the approved amount, will be made after the project is closed and the Project Budget Completion process has been completed and approved by the State Title I Office. The final payment will be the difference between receipts and approved actual expenditures. Carryover projects will be paid fifty percent October 1 and fifty percent January 1; then the LEA will be expected to complete the final certification process to close the project. The Payment Status Screen on the Title I electronic Internet application will keep the LEA abreast of the allocation, approved amount and payments received to date. When the LEA has a summer school program for its sole Title I program, one check will be sent when the program is completed.

Barring extenuating circumstances, no payments will be made prior to the Title I Annual Application approval. Also, payments will be withheld pending receipt of delinquent reports as identified under the section on State Title I Policies.

A separate set of ledger cards and/or computer data management system must be maintained according to Generally Accepted Accounting Principles for each approved project. This data management system should include expenditure category account codes, vendor's name, amount paid, invoice number, date paid, and check number. These data records must be available for audit purposes and submission to the SEA upon request.

The final financial reporting process is completed via the Title I electronic Internet application. As soon as possible after all bills have been paid, the Title I Current Project Budget on the General Budget screen, Title I Carryover Project Budget on the General Carryover screen, Migrant Budget on the Migrant Budget screen, and/or Local Delinquent Budget on the Delinquent Budget screen should be reviewed by expenditure category to verify that the approved budget reflects total actual expenditures, to be reimbursed by Title I, at the completion of a project. If the budget is correct, the user simply clicks on the **Project Budget Completion** button and the project is complete. **If changes need to be made in order for the budget to accurately reflect actual expenditures, an electronic amendment process is completed first and then the final certification takes place following the SEA approval of the amendment.** The SEA will in most cases,

make final payment within two or three weeks of the LEA certifying the budget as final. **NOTE:** Once a Title I project has been closed with the **Project Budget Completion** button, a LEA will only be allowed to amend that project through January 31 of the next year.

TITLE I FINANCIAL FORMS

The following represents an explanation of forms and timelines relating to a normal one-year cycle in the Title I program.

Title I Electronic Internet Application Processes:

1. Title I Electronic Internet Application - due in approvable form by September 15 for following school year

The Title I electronic Internet application is submitted by LEAs to obtain funding for a proposed program to help disadvantaged children meet high standards. The funds are available for a 27-month period (e.g. 7-1-07 to 9-30-09). The Title I Annual Application is only available in electronic format.

- ⇒ Any LEA applying for Title I funds for the current school year must complete the Annual Application, Selection of Schools, Staff Assignments, Project Narrative and General Budget screens. The Within District Targeting of Funds, General Carryover, Statement of Agreement, Migrant Application, Schoolwide Operating Programs, Schoolwide Indication of Planning, and Delinquent Application screens are completed as applicable.
- ⇒ This reference manual includes an explanation of the application parts and step-by-step instructions for completing the electronic application.
- ⇒ The Title I electronic Internet application may be accessed at www.edinfo.state.ia.us. You must enter the district Title I login ID and password to gain access to the Title I site. **NOTE:** The Title I password is different from the BEDS password.
- ⇒ The person responsible for the Title I financial records for the LEA needs to have a copy of the approved application and any amended budgets, as well as invoices from teachers, principals, etc. This is especially important when the financial person and the Title I coordinator are not the same person.
- ⇒ The allocation letter will give the amount of funds available for each type of grant monies for which the LEA qualifies. While the SEA realizes an earlier notification date is desirable, the allocation letter is usually mailed to the district Superintendent's office in June depending on the release of allocations by the U.S. Department of Education.
- ⇒ The allocation notification packet will contain the allocation letter, *LEA Title I Electronic Internet Application and Reference Manual* and *Title I Equipment Inventory, Depreciation Schedule and Disposal Record*.

2. Project Budget Completion Final Certification - due after approved expenditures are paid – no later than June 30

- ⇒ Following receipt of the last automatically scheduled payment, the LEA will have a **Project Budget Completion** button appear on the Title I Current Project Budget on the General Budget screen, Title I Carryover Project Budget on the General Carryover screen, Migrant Education Budget screen and/or Local Delinquent Budget screen of the Title I electronic Internet application.
- ⇒ This **Project Budget Completion** button is to be used to certify the project for final payment.
- ⇒ This should be done **only after** all approved expenditures for that project have been paid. The difference between the amount paid to date and the expenditures is the final payment that closes the project.
- ⇒ If a carryover project is being reported and the total approved amount has already been received, the **Project Budget Completion** button is used to certify that expenditures have been paid as approved and close the project.
- ⇒ This process replaces sending in a paper final financial report to close a project.
- ⇒ When the **Project Budget Completion** button is clicked, a pop-up screen will appear to guide you in the final certification process.
- ⇒ **If the approved project budget does not accurately reflect actual expenditures, an electronic amendment process must be completed prior to the project completion final certification.**
- ⇒ This final certification process should be used by the LEA to report final expenditures on all approved Title I projects.
- ⇒ The electronic application may be accessed at www.edinfo.state.ia.us. You must enter the district Title I login ID and password to gain access to the Title I site. **NOTE:** The Title I password is different from the BEDS password.
- ⇒ The expenditures verified by the LEA through the project budget completion final certification process will be compared with the audit report to verify proper accounting of Title I funds.

3. Amendment to Title I Electronic Internet Application – may be completed as needed

- ⇒ When a change in budget items or program content needs to be made in the approved Title I budget, the LEA needs to submit an electronic amendment. This process can be completed whenever the need arises prior to completing the project budget completion final certification.

- ⇒ Once a Title I project has been closed with the **Project Budget Completion** button, a LEA will only be allowed to amend that project through January 31 of the next year.
- ⇒ **Any General Budget funds approved but not spent are only available as carryover funds through an electronic amendment that reduces the approved budget to a budget that reflects only actual expenditures.**
- ⇒ The ability to amend is part of the Title I electronic Internet application filing process. Please refer to the section of this reference manual that gives detailed instructions on amending a Title I project budget.
- ⇒ The Title I electronic Internet application may be accessed at www.edinfo.state.ia.us. You must enter the district Title I login ID and password to gain access to the Title I site. **NOTE:** The Title I password is different from the BEDS password.

4. Title I Participation Report - due by July 15

- ⇒ The *Title I Participation Report* is the form used by LEAs to report various statistical data to the SEA as it relates to current school year Title I programs and students served.
- ⇒ Data relating to public school students served can now be gathered from Project Easier.
- ⇒ Local neglected or delinquent institutions receiving Title I funding must complete a separate report including statistical and academic performance data.
- ⇒ LEAs receiving local neglected funding must also report statistical data for local neglected children served on the public school district form.
- ⇒ LEAs should develop a method for collection of these data from each building served and compilation for the LEA report.
- ⇒ Local neglected or delinquent institutions receiving Title I funding should develop a method for collection of the appropriate data to ensure funding is not jeopardized due to a failure to report according to Federal requirements.
- ⇒ These data are required elements that must be reported by the SEA to the U.S. Department of Education annually.

Paper Forms:

5. Comparability Report – due annually on November 30

- ⇒ **Iowa school districts containing two or more buildings with similar grade spans must report on comparability.**
- ⇒ Paper forms will be sent to those LEAs.
- ⇒ Comparability should be performed annually.

6. Number of Public School Students Qualifying for FREE Lunches - due November 30 Number of Private School Students Qualifying for FREE Lunches - due November 30

- ⇒ Only report the FREE lunch count of K-12 students aged 5-17, as of October 31.
- ⇒ Data are used as part of the formula count used to allocate Title I funds.
- ⇒ LEAs in whole grade sharing agreements report **only their own resident children** regardless of the school district they attend.
- ⇒ The **receiving** LEA counts open enrolled students.
- ⇒ The counts are compared against what is reported for October to the Bureau of Nutrition Programs and School Transportation.

7. Payment Letter – received with quarterly and final payment

- ⇒ The Payment Status screen of the Title I electronic Internet application gives LEAs a payment history of quarterly payment amounts and the cumulative funds received to date. The current project as well as any migrant and/or local delinquent project is reimbursed approximately one-fourth of the approved amount each quarter. If there is a carryover project, those funds are reimbursed in the first and second quarter.
- ⇒ With each quarter's payment or electronic funds transfer (approximately October 1, January 1, and April 1), a payment letter is sent giving the allocation, the approved amount, the payment amount and the amount paid to date. It is important that the information contained in the payment letter is verified and used for proper accounting of the funds. Please notify the state Title I office of any discrepancies.
- ⇒ Title I, Part A payments for General, Local Delinquent and SINA Budgets should all use revenue source code 4501.
- ⇒ General Carryover Budget payments of Title I, Part A funds should use revenue source code 4508.
- ⇒ Title I, Part C payments for Migrant Budgets should use revenue source code 4503.
- ⇒ The Title I electronic Internet application may be accessed at www.edinfo.state.ia.us. You must enter the district Title I login ID and password to gain access to the Title I site. **NOTE:** The Title I password is different from the BEDS password.

8. Request for Title I Reallocation Funds

- ⇒ Reallocation funds are Title I grant funds that were allocated to LEAs but not used in the previous year and not available to the LEA as carryover funds in the following year. These funds are then reallocated to other LEAs meeting the eligibility criteria.
- ⇒ A LEA is eligible to receive reallocation funds if the LEA shows a poverty increase over the state average since the most recent decennial census (i.e.: 2000 census data compared to the most recent Iowa Department of Revenue and Finance low-income data). Iowa Department of Revenue and Finance low-income data represents dependents, age 5-17, reported on Iowa income tax returns.
- ⇒ A *Request for Title I Reallocation Funds* is sent to each eligible LEA to allow the LEA an opportunity to apply for reallocation funds. The award of reallocation funds is based upon greatest need as justified in the LEA request. Once the *Request for Title I Reallocation Funds* is reviewed by the SEA, the LEA is notified of the available reallocation grant, if any.
- ⇒ Because reallocation funds are from the previous year's funds, the approved reallocation funds for each LEA must be used as a carryover project and is added to the LEA's Title I electronic Internet application as such.
- ⇒ The timeline for the reallocation process varies. It has recently been January through April; but it is possible for reallocation to take place in October or November.

9. Title I Equipment Inventory and Disposal Record - due by September 15

- ⇒ The title to and administrative control over equipment acquired with funds provided under Title I must be retained and exercised by a public agency. In exercising that administrative control, the public agency shall keep records of and account for the equipment, but shall also assure itself that the equipment is being used in Title I service delivery. All equipment purchased with Title I funds should be labeled "Title I."
- ⇒ The LEA must locally maintain an inventory of equipment purchased with Title I funds and send a copy of this inventory to the State Title I office.
- ⇒ A LEA is required to depreciate equipment following the *Depreciation Schedule for Title I Equipment* and report annually on the *Title I Equipment Disposal Record* the equipment deleted from inventory.
- ⇒ The *Title I Equipment Inventory, Equipment Depreciation Schedule and Equipment Disposal Record* is included in the allocation notification packet annually sent to the district Superintendent's office.

10. Notification of Excess Title I Carryover Funds – sent by SEA annually in March

- ⇒ Carryover funds are the difference between the allocation and the approved amount on the current budget.
- ⇒ Current legislation limits carryover funds to 15 percent of the current year allocation if the LEA allocation is \$50,000 or more.
- ⇒ The SEA mails the *Notification of Excess Carryover Funds* in March of each year to notify LEAs of excess carryover funds for the coming school year and the option/s available to the LEA for retaining control of these excess funds.
- ⇒ The SEA may, once every three years, waive the percentage limitation with respect to carryover.
- ⇒ All excess funds, not retained by the LEA through an electronic amendment to the current budget or submission of the *Request for Waiver of Excess Title I Carryover Funds*, are considered reallocation funds and become available to LEAs meeting reallocation eligibility.

11. Request for Waiver of Excess Title I Carryover Funds – may be submitted at any time

- ⇒ Carryover funds are the difference between the allocation and the approved amount on the current budget.
- ⇒ The current allocation and current approved amount can be found on the Annual Application, Budget Detail or Payment Status screens of the Title I electronic Internet application.
- ⇒ The Title I electronic Internet application may be accessed at www.edinfo.state.ia.us. You must enter the district Title I login ID and password to gain access to the Title I site. **NOTE:** The Title I password is different from the BEDS password.
- ⇒ Current legislation limits carryover funds to 15 percent of the current year allocation if the LEA allocation is \$50,000 or more.
- ⇒ The SEA mails the *Notification of Excess Carryover Funds* each year in March to notify LEAs of excess carryover funds for the coming school year.
- ⇒ With the submission of the *Request for Waiver of Excess Title I Carryover Funds* by the LEA the SEA may, once every three years, waive the percentage limitation with respect to carryover.
- ⇒ Excess funds that are not retained by the LEA through the approval of the Request for Waiver of Excess Title I Carryover Funds or through an electronic amendment to the current budget are considered reallocation funds and become available to LEAs meeting reallocation eligibility.

SUGGESTIONS FOR MAINTAINING TITLE I FISCAL RECORDS

1. Using Generally Accepted Accounting Principles, establish separate ledger cards or a computer data management system for each approved Title I project. Keep obligations and expenditures current in order to have an unencumbered balance and actual expenditures on each expenditure category at all times. This will alert you when an amendment to a project is needed.
2. At the close of the project, after all bills are paid, the data management system will help determine expenditure totals by expenditure category for the project budget completion final certification. Keep in mind that the project budget completion final certification is very important in that it is the method of reporting actual approved Title I expenditures for the project, which is the basis for the final payment and affects carryover available for the coming school year.
3. The data management system will make it easier for the auditor at the time of the annual LEA audit to determine expenditures of Title I funds. If you also use ledger cards as a back-up system, these records can be used in conjunction with computer printouts.
4. You must be aware of approved project budgets. A copy of the approved Title I application, including attachments, and any amended budgets should be part of the Title I file.
5. Copies of invoices should also be part of the Title I file and should include the project number. Teachers, principals, etc., should be aware of the need for this information. The project number appears at the bottom of the Annual Application screen of the Title I electronic Internet application and consists of the four-digit district number, a letter or combination of letters representing the funding source, and a two-digit number representing the fiscal year.
6. At the time the Title I Application is approved, expenditures for approved equipment should be reflected in the additional items added to the LEA equipment inventory. Equipment purchased with Title I funds should be labeled "Title I."
7. Supporting documentation for entries in the accounting records is very important at the LEA level. Function, expenditure account and object as approved in the Title I budget should identify expenditures applicable to a Title I project. In addition, the assigned project number should reference expenditures to each separate project.
8. Please note that Title I, Part A payments (General, General Carryover, Local Delinquent and SINA Budgets) should all use revenue source code 4501. Title I, Part C payments for Migrant Budgets should use revenue source code 4503.
9. The Payment Status screen of the Title I electronic Internet application will provide a payment history with cumulative payments of all projects for the current school year. This detailed information will allow the LEA to determine if quarterly payments have been made, the balance to be received on a particular project, how the approved budget and actual expenditures are matching up, and the anticipated final payment.
10. Please notify the state Title I office if any discrepancy arises regarding the payment history recorded on the Payment Status screen of the Title I electronic Internet application.
11. Please be aware that once a Title I project has been closed, a LEA will only be allowed to amend that project through January 31 of the next year.

SUGGESTIONS FOR MAINTAINING TITLE I PROGRAM RECORDS

With an enhanced focus on compliance monitoring, the U.S. Department of Education is requiring states to audit LEAs on a regular basis. The Iowa Title I office is in the process of designing a desk audit procedure for LEAs with smaller allocations. Audits will be conducted via Polycom units located within school districts. While it will take time to perfect the system, this method will ultimately be more efficient and less stressful than on-site visits. To facilitate the flow of the desk audit and verify compliance, the LEA Title I program records should include documentation of the following major areas of program review.

- o Eligible building selection;
- o Financial management (within district targeting of funds);
- o Title I program plan;
- o Highly qualified staff;
- o Paraprofessional certification;

- o Comparability;
- o Parent Involvement;
- o Program evaluation;
- o Coordination of services;
- o Standards, assessment and accountability;
- o Identification and selection of eligible participants in targeted assistance programs;
- o Title I funded personnel;
- o Schoolwide programs plan, program and activities;
- o Private school consultation, identification and selection, program, control of funds processes;
- o Schools in need of assistance action plan, peer review process, parent involvement, technical assistance, corrective action processes, professional development.

Please refer to the LEA Review document in the Appendix section of this reference manual for specific review documentation information and options.

SCHOOLS IN NEED OF ASSISTANCE

The reauthorized Elementary and Secondary Education Act (ESEA) *No Child Left Behind Act of 2001* continues to emphasize the goal of all students being proficient in reading and mathematics. Each year LEAs provide the adequate yearly progress (AYP) data of students in Title I schools. When a school fails to make AYP for a single year, it is identified as a school in the “Watch” year. Schools in “Watch” year status do not face sanctions. However, to fulfill Title I Federal requirements (Section 1119) of ESEA, school buildings that do not make adequate yearly progress are designated as schools in need of assistance (SINA). Buildings identified for two or more consecutive years in reading and/or mathematics must participate in a technical assistance program provided through the SEA. Efforts at the state, district and building levels must concentrate on actions that will be undertaken to assist all students in attaining proficiency. LEAs should be cognizant of this requirement and plan educational programming that implements strategies for improved student achievement.

Reauthorized (ESEA) Title I legislation requires buildings identified as SINA to publish a public notice related to this identification. In addition, this notice must provide parents with information regarding school choice options within the LEA. The school choice requirement does not apply if the identified building is the **only building** within the district with the same grade span grouping.

A Statewide Support System for SINA has representatives from each area education agency. These individuals have received training to assist identified schools. The five phases of the assistance design include audit, diagnosis, design, implementation and evaluation. An identified school must develop an action plan within ninety days of notification by the Iowa Department of Education. A copy of the action plan template that schools in need of assistance must submit electronically can be found in the SINA section of this reference manual. For further information regarding SINA issues or the Statewide Support System process, contact Teresa McCune at 515/281-4732 or teresa.mccune@iowa.gov.

SCHOOL CHOICE REQUIREMENTS

Any local education agency with Title I schools identified as in need of assistance must, as the Federal law requires, “provide all students in a school identified for school improvement with the option to transfer to another public school within the local education agency (LEA) that has not been identified for school improvement.” For additional information regarding school choice requirements, contact Teresa McCune at 515/281-4732 or teresa.mccune@iowa.gov.

TITLE I SUPPLEMENTAL EDUCATION SERVICE PROVIDERS

Under Title I, Part A, of the *No Child Left Behind Act of 2001* (Elementary and Secondary Education Act), low-achieving, disadvantaged students attending schools that do not make adequate yearly progress for three consecutive years (i.e., schools that are in their second year of improvement) may receive Supplemental Education Services.

States are responsible for identifying eligible supplemental education service providers (SSPs) that offer high quality, research-based tutorial programs designed to increase the academic achievement of children. State education agencies must develop and apply objective criteria to create approved lists of SSPs. States must also consult with parents, teachers, school districts and interested members of the public to identify a wide array of SSP options for students. States must update this list of approved SSPs on at least an annual basis, provide a list for school districts of the approved providers in their geographic area, and assist with the monitoring of services and program implementation.

School districts are required to arrange for the provision of Supplemental Education Services, offered outside of the regular school day, that align with district content standards and instruction; and must provide parents with information on the availability of Supplemental Education Services, the identity of approved service providers, and, at a minimum, a brief description of the services, qualifications, and demonstrated effectiveness of each provider. While school districts are to pay the per pupil allocation for services provided, districts are not required to provide transportation for Supplemental Education Services. A school district with schools identified for Supplemental Education Services, must set aside an equivalent of 20% of the LEA Title I allocation as follows: 5% for school choice, unless parent demand for school choice transportation can be met with less; 5% for Supplemental Education Services; and the remaining 10% available for Supplemental Education Services and/or school choice as need demands.

Parents choose the SSP for their children from among the providers approved by the State for their school district.

A private provider, the school district unless identified in need of improvement, schools from within the LEA that are not identified as SINA, and area education agencies may be approved to provide Supplemental Education Services. Supplemental Education Service providers must ensure that instruction is research based, of high quality and is consistent with local standards. SSPs must provide academic assistance to students outside of the regular school day; work collaboratively with the school district, principals, and parents; and provide written feedback to the parents and school district regarding student progress. To be on the approved list of State Supplemental Education Service providers, SSPs must meet all applicable federal, state and local health, safety and civil rights laws. *The Application for Supplemental Education Service Providers* can be found on the Iowa Department of Education web site at www.iowa.gov/educate, by selecting Supplemental Services Providers from the A-Z index. For additional information regarding supplemental education service providers, contact Donna Eggleston at 515/281-3999 or donna.eggleston@iowa.gov.

TEACHER LOAN CANCELLATION

The SEA has the responsibility of annually compiling a listing of Iowa low-income schools that becomes part of a national online directory of low-income schools for the purpose of providing teacher student loan cancellation or forgiveness for borrowers of Federal Stafford Loans, William D. Ford Direct Subsidized and Unsubsidized Loans, Federal Consolidation and Direct Consolidation Loans, and Federal Perkins Loans. To be eligible to be listed, the LEA must be eligible for Title I funding and the low-income percentage for the attendance center must exceed 30 percent. The source for the low-income information is the Fall BEDS "Free and Reduced Eligible Meal Student Percentage by Public School Building" data. The schools with a low-income percentage exceeding 30% on the current school year will give teachers loan cancellation benefits in the following school year. To be eligible, an educator must be a full-time teacher in an identified school. The actual benefits vary by individual circumstances. To apply for loan cancellation benefits, request the appropriate forms from the office that administers the loan program at the college or university that holds the loan. The State listing for the coming school year is submitted annually and is normally published online sometime in October. To verify the eligibility of a school within the state of Iowa, contact Sue Olson at 515/281-5314 or sue.olson@iowa.gov.

The national directory and further information may be accessed at www.studentaid.ed.gov. This site will also offer information regarding Douglas Scholarships.

The Iowa Department of Education annually designates "teacher shortage areas" for the State. Educators teaching full-time in a designated teacher shortage discipline may be eligible for up to three years of deferment on Stafford Student Loan and/or Supplemental Loans for Students (SLS). The shortage areas and information regarding the deferment process are available at www.iowa.gov/educate. Educators teaching in these shortage areas may also qualify for cancellation benefits under the Federal Perkins Loan Program. Refer to the U.S. Department of Education web site for more information.

A change to the Teacher Loan Program in 2005 authorized up to \$17,500 in loan forgiveness to eligible highly qualified math, science and special education teachers through the Taxpayer-Teacher Protection Act (P.L. 108-409). This increase of \$12,500 above the previous loan limits is meant to ease the shortage of teachers in key subject areas. The increased amount of teacher loan forgiveness is available to new borrowers (teachers with no outstanding loan balances prior to October 1, 1998, who borrow eligible loans prior to October 1, 2005). The additional loan forgiveness will provide substantial relief for existing teachers and an incentive for prospective teachers to teach in subjects and schools that have difficulty hiring highly qualified candidates. For detailed information on the program and to find out if you qualify for the loan forgiveness, call the Federal Student Aid Customer Service hotline at 1-800-433-7327. More information on the loan forgiveness limits is posted at www.ifap.ed.gov/dpccletters/GEN0414.html. More information on the Teacher-to-Teacher Initiative is posted at www.ed.gov/teachers/how/tools/initiative/about/information.html.

The Iowa College Student Aid Commission (ICSAC) is an excellent resource regarding loan cancellation benefits for educators. The web site is www.iowacollegeaid.org and provides a wide variety of assistance and information as well as an eligibility flowchart, applications and links to other sources educators will find helpful. The ICSAC can be contacted at 515/242-3350 or 1-800-383-4222.

TITLE I PARENTAL INVOLVEMENT

Section 1118, of the *No Child Left Behind Act of 2001* requires each district and school with a Title I program to have a parent involvement policy that is jointly developed, agreed upon, and distributed to parents of participating children. This policy must be on file in the district, but need not be approved by the school board. The parent involvement policy must be reviewed annually and plans for its review must be included in the Comprehensive School Improvement Plan (CSIP). An annual Title I parent meeting must be held at a convenient time. A parent compact must be provided to every parent in a schoolwide program building and to Title I parents in targeted assistance program schools. The law does not require a parent signature; however, effort should be made to encourage parents to sign the compact. Although sample documents are included in the Appendix section of this document, schools are encouraged to create compacts that are useful to them and reflect the beliefs of the school and community.

For the 2008-2009 school year, local parent policies and compacts must be reviewed, updated and sent to the Title I office for review. The parent involvement policy must incorporate all required components, include parents in the review process, and be labeled "Reviewed and Updated for the 2008-2009 School Year." The parent involvement policy and parent-school compact must be submitted by electronic mail to angie.mcclannahan@iowa.gov or mailed to Title I, Iowa Department of Education, Grimes State Office Building, 400 East 14th Street, Des Moines, IA 50319-0146 no later than September 15, 2008. The Project Narratives screen of the Title I electronic Internet application contains a question regarding the updating of the parent policy and compact for the current school year. Final approval of the local Title I application is conditional upon the receipt of these documents and affirmation by the LEA on the Project Narratives screen that this requirement of the Title I legislation has been met.

IowaParents.org, a joint effort between the School Administrators of Iowa (SAI), the Iowa Department of Education (DE), and Area Education Agency 267 (AEA 267), provides Iowa Statewide Parent Information Resource Center (Iowa PIRC) to promote student success. This website (<http://www.iowaparents.org>) is designed to provide information and support to a wide-range of parents and educators throughout Iowa.

Local education agencies may find guidance on meeting the parent involvement requirements on the DE web site at <http://www.iowa.gov/educate/content/view/659/551/>.

WEBSITE REFERENCES FOR TITLE I RELATED TOPICS

CSIP web-based application

<http://www.iowa.gov/educate/>

Designing Schoolwide Programs

<http://www.ed.gov/policy/elsec/guid/designingswpguid.doc>

Identifying Eligible Title I Schools and Attendance Areas

<http://www.ed.gov/programs/titleiparta/wdag.doc>

Indirect Cost Rates

<http://www.iowa.gov/educate/content/view/119/346>

Low-income schools Directory (Teacher loan cancellation)

<https://www.tcli.ed.gov/CBSWebApp/tcli>

NCLB Policy Guidance

<http://www.ed.gov/policy/elsec/guid/edpicks.jhtml?src=fp>

Paraeducators/Paraprofessionals

<http://www.iowa.gov/educate/content/view/773/822/>

Parental Involvement: Title I

<http://www.ed.gov/programs/titleiparta/parentinvguid.doc>

Public School Choice

<http://www.ed.gov/policy/elsec/guid/edpicks.jhtml?src=fp>

School Profiles

<http://www.iowaschoolprofiles.com>

Serving Preschool Children Under Title I, Non-Regulatory Guidance

<http://www.ed.gov/programs/titleiparta/legislation.html>

Supplemental Educational Service Guidance

<http://www.ed.gov/policy/elsec/guid/edpicks.jhtml?src=fp>

Supplemental Education Service Providers

<http://www.iowa.gov/educate/>

Teacher Shortage Areas

<http://www.iowa.gov/educate/>

Title I Application

<https://www.edinfo.state.ia.us> (Use Title I Password; not BEDS Password)

Title I Information

<http://www.iowa.gov/educate/>

Title I Legislation

<http://www.ed.gov/policy/elsec/leg/esea02/pg2.html>

Title I Paraprofessional Guidance

<http://www.ed.gov/policy/elsec/guid/paraguidance.doc>

Title I Part A Non-Regulatory Fiscal Guidance

<http://www.ed.gov/programs/titleiparta/fiscalguid.doc>

Title I Program Evaluation

<http://www.iowa.gov/educate/content/view/659/551/1/1/>

Title I Services to Private School Children

<http://www.ed.gov/programs/titleiparta/psguidance.doc>

United States Department of Education

<http://www.ed.gov/>

INVENTORY AND DISPOSAL OF TITLE I EQUIPMENT

The Depreciation Schedule for Title I Equipment is to provide guidance to the user in updating the Title I Equipment Inventory and Disposal Record.

The Title I Equipment Inventory form is for use in maintaining, as part of the LEA Title I records, an inventory of equipment purchased with Title I funds. One copy of the Title I Equipment Inventory form must be mailed to Title I, Iowa Department of Education, Grimes State Office Building, 400 East 14th Street, Des Moines, IA 50319-0146 by **September 15, 2008**.

The Title I Equipment Disposal Record is to be used to list any equipment purchased with Title I funds in the last or previous school years. Title I equipment must be depreciated each year using the schedule below and reported accordingly on the Title I Equipment Disposal Record. One copy of the completed Title I Equipment Disposal Record should be mailed to Title I, Iowa Department of Education, Grimes State Office Building, 400 East 14th Street, Des Moines, IA 50319-0146 by **September 15, 2008**.

✓ **TIP: Failure to submit the Title I Equipment Inventory and Disposal Record will result in new Title I funds being withheld.**

Depreciation Schedule for Title I Equipment

FURNITURE:

Library tables, bookcases, school desks, file cabinets, chairs, etc., -- 10 years

AUDIO-VISUAL:

TV/VCR - 5 years

Carts, all types – 5 years

Computers (keyboard, monitor, disc drive, etc.) – 5 years

Printers - 5 years

OTHER:

Items not covered should be referred to this office. **All books, kits, tapes, software, etc., are considered materials and supplies;** therefore, these items should be removed from the equipment inventory of the LEA.

TITLE I STAFF AND RESPONSIBILITIES

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Title I FAX number:
(515) 242-6025

Area of Responsibility

Major responsibility for the overall coordination of the Title I program in the State of Iowa. Serves as the State contact for Title I issues. Contact for private school services. Des Moines CSD and LEAs in Story County within AEA 11.

Serves as contact for Local and State Agency Neglected or Delinquent Institutions. AEA 267 and LEAs in Boone, Dallas, Guthrie, Madison, Polk and Warren County within AEA 11.

Serves as State Migrant Education Coordinator, Supplemental Services/School Choice and Homeless Education contact. AEA 8, Northwest, and LEAs in Audubon and Carroll County within AEA 11.

Serves as State Schoolwide Program Coordinator; Serves as contact for Comparability Reports and Parent Involvement. AEA 13, 14, Great Prairie, and LEAs in Marion County within AEA 11.

Serves as SINA & Statewide Support System co-facilitator. AEA 1, 9, 10 and LEAs in Jasper County within AEA 11.

Responsible for remitting payments to LEAs, audit reconciliation, and contracts.

Responsible for telephones, correspondence and various duties associated with the position.

Responsible for Title I fiscal matters: allocations, amendments, and budgets. Teacher loan cancellation Federal Directory contact.

SPEEDY REFERENCE CALENDAR OF TITLE I DUE DATES

<u>FORM</u>	<u>DUE DATE</u>
<i>Annual Title I Electronic Internet Application</i> <i>Local Delinquent Education Application</i> <i>Migrant Education Application</i> <i>Schoolwide Program</i>	August 15, 2008
<i>Title I Equipment Inventory and Disposal Record</i>	August 15, 2008
<i>Comparability Report</i>	Completed annually by eligible LEAs and kept on file locally; submitted annually to SEA by November 30
<i>Number of Public School Students Qualifying for FREE Lunches</i>	November 30
<i>Number of Private School Students Qualifying for FREE Lunches</i>	November 30
<i>Project Budget Completion Final Certification</i>	Due after approved expenditures are paid (by electronic certification) – to be completed no later than June 30, 2009
<i>Electronic Amendment</i>	After project has been closed, project cannot be amended after January 31
<i>Schoolwide Program Plan and Checklist</i>	September 30, 2008
<i>Title I Participation Data 2007-2008 School Year</i>	July 15, 2009
<i>Title I Schools in Need of Assistance (SINA) School Choice And or Supplemental Education Services Parent Notification</i>	August – prior to beginning of local school year
<i>Title I Schools in Need of Assistance (SINA) Action Plan</i>	November (90 days from Iowa Department of Education notification as a School in Need of Assistance)

TITLE I QUESTIONS AND ANSWERS

ALLOCATION OF TITLE I FUNDS TO SCHOOL ATTENDANCE AREAS AND SCHOOLS

Q. How does a LEA handle funds that are carried over from one year into the next when allocating funds to school attendance areas?

- A.** Although a LEA may not use carryover funds to provide services in an ineligible school, a LEA has considerable discretion in handling carryover funds. Some of these options include:
- Allow each school to retain its carryover funds for use in the subsequent year.
 - Add carryover funds to the LEA's subsequent year's allocation and distribute to participating areas and schools in accordance with allocation procedures.
 - Designate carryover funds for particular activities that could best benefit from additional funding. (e.g. parental involvement activities; schools with the highest concentrations of poverty.)

Regardless of the option a LEA elects, the LEA may not carry over more than 15 percent of its allocation from one year to the next. This percentage limitation does not apply to a LEA that receives an allocation of less than \$50,000 under subpart 2 of Part A. A SEA may, once every three years, waive the percentage limitation if it determines that the request of a LEA is reasonable and necessary or if supplemental appropriations become available.

Q. May a LEA allocate a greater per-pupil amount, for example, to schoolwide program schools than to targeted assistance schools since schoolwide programs serve all children in the school?

- A.** The Title I statute requires allocations to be based on the total number of low-income children in a school attendance area or school. Therefore, poverty is the only factor on which a LEA may determine funding. In other words, a LEA may not allocate funds based on the instructional model, educational need, or any other non-poverty factor. Because Part A places the responsibility for selecting participants and designing programs on schools rather than on the LEA, the LEA will not necessarily be in a position to know in advance the instructional model or educational need when determining allocations.

Q. May a LEA reserve funds from its Part A allocation before distributing funds to school attendance areas?

- A.** Yes. Before allocating funds a LEA must reserve funds to—
- Provide services comparable to those provided to children in participating school attendance areas and schools to serve—
 - ◆ Children in local institutions for neglected children; and
 - ◆ Where appropriate—
 - ⇒ Eligible homeless children who do not attend participating schools, including providing educationally related support services to children in shelters.
 - ⇒ Children in local institutions for delinquent children.
 - ⇒ Neglected and delinquent children in community day school programs.
 - Meet the requirements for choice-related transportation and supplemental education services in Section 1116(b)(10) and 1116(e)(6) of the Title I statute unless the LEA meets these requirements with non-Title I funds. The Title I statute requires that, unless a lesser amount is needed, a LEA spend an amount equal to 20 percent of its Title I, Part A allocation for this purpose. Of this amount, 5 percent must support choice-related transportation, 5 percent must support providing supplemental education services, and the remaining 10 percent may support the costs of providing either choice-related transportation or supplemental education services.
 - Meet the professional development requirements of—
 - Section 1116(c)(7)(A)(iii) of the Title I statute if the LEA has been identified for improvement. A LEA must reserve at least 10 percent of its Title I, Part A allocation for this purpose; and
 - Section 1119 of the Title I statute to meet the needs of teachers who are not highly qualified. A LEA must reserve an amount for this purpose that ranges from at least 5 percent of its Title I, Part A allocation.

- Meet the requirements for parent involvement. A LEA that receives more than \$500,000 under Title I, Part A subpart 2 must spend at least 1 percent of its allocation for parental involvement activities. The LEA must distribute not less than 95 percent of the amount reserved for parent involvement to schools receiving Title I services.
- Administer Part A programs for public and private school children, including special capital expenses, if any, incurred in providing services to eligible private school children such as—
 - the purchase and lease of real and personal property (including mobile educational units and neutral sites);
 - insurance and maintenance costs;
 - transportation; and
 - other comparable goods and services, including non-instructional computer technicians.
- Conduct other authorized activities such as preschool programs, summer school and intercession programs, additional professional development, school improvement, and coordinated services.

Because the reservation of funds by a LEA will reduce the funds available for distribution to participating areas and schools, the LEA must consult with teachers, pupil services personnel (where appropriate), principals, and parents of children in participating schools in determining, as part of its LEA plan, what reservations are needed. This issue must also be part of the consultation with private school officials before a LEA makes any decisions that affect the opportunities of eligible private school children to participate in Part A programs.

A LEA must also ensure that it provides equitable services to private school children from Title I funds reserved “off the top” for district-wide instructional programs.

Q. Is there a maximum amount that a LEA may reserve?

- A.** No. A LEA must bear in mind, however, that the goal of Part A is to enable participating children to make adequate progress toward meeting the challenging student achievement standards that all children are expected to meet.

Q. How do funds that a LEA transfers into Part A of Title I under the transferability provision in Section 6123 of ESEA affect the specific percentages a LEA must reserve for choice-related transportation and supplemental education services, professional development, and parent involvement?

- A.** If a LEA transfers funds from another federal education program into Title I, Part A under the transferability provision in Section 6123, then the additional amount transferred is added to the LEA’s Title I, Part A allocation, and the combined amount becomes the base for calculating the specific reserves required for choice-related transportation and supplemental education services, professional development, and parent involvement.

Q. How may a LEA reserve funds for activities such as parental involvement and professional development?

- A.** A LEA may reserve funds at the LEA level for activities such as parental involvement and professional development or the LEA may require its Title I schools to carry out these activities from their allocations. For example, a LEA that is required to spend at least 1 percent of its allocation for parental involvement activities may reserve the full 1 percent from its Part A allocation, require each school to spend a requisite amount from its Part A allocation, or use a combination of these approaches.

Q. May a LEA consider variations in personnel costs, such as seniority pay differentials or fringe benefit differentials, as LEA-wide administrative costs, rather than as part of the funds allocated to school attendance areas?

- A.** Yes, this is an allowable option for the LEA. The statute requires that Part A funds be allocated to school attendance areas and schools on the basis of the number of children from low-income families in each area or school. This provision assumes, for example, that two schools with the same number of low-income children need similar amounts of funds to provide comparable educational programs to participating children. An inequity may occur, however, if schools with similar allocations offering similar instructional programs need to spend different amounts because of the salary and fringe benefit costs of the staff providing the instruction. To address this situation, a LEA may consider variations in personnel costs, such as seniority pay differentials or fringe benefit differentials, as LEA-wide administrative costs, rather than as part of the funds allocated to school attendance areas or schools. The LEA would pay the differential salary and fringe benefit costs from its administrative funds taken off the top of the LEA’s

allocation. This policy would have to be applied consistently to staff serving both public and private school children throughout the LEA.

Q. Is there any flexibility in how a LEA may count children from low-income families in middle and high schools?

- A.** Of the four measures of poverty the statute permits a LEA to use for identifying eligible school attendance areas and allocating funds to those areas, eligibility for free or reduced-price lunch is by far the measure most frequently used. Yet, we know from experience that high school and middle school students are less likely to participate in free and reduced-price lunch programs than are elementary school students. Hence, those schools often may not be identified as eligible for Title I services, or, if eligible, may not receive as high an allocation as their actual poverty rate would require. In order to address the situation, a LEA may use comparable data collected through alternative means such as a survey. Also, a LEA may use the “feeder pattern” concept. This concept allows the LEA to project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into that school.

When a LEA elects to use the feeder pattern, the LEA determines the district-wide average of poverty based on all of the schools for which the district is using actual poverty data; and uses this district-wide average to rank all of the attendance areas or schools in the LEA. If a LEA serves attendance areas or schools below a 35 percent poverty rate, the LEA’s allocation per low-income child must be based on the actual number of low-income children in the feeder schools, and the projected number in the feeder pattern receiving schools.

Q. How are funds made available to provide services to eligible private school children?

- A.** Title I continues the requirement that a LEA provide equitable services to eligible children enrolled in private schools. Section 1113[c] of Title I requires a LEA to allocate funds to a participating school attendance area or school on the basis of the total number of children from low-income families, including low-income children attending private schools. Thus, the LEA, in consultation with private school officials, must obtain the best available poverty data on private school children who reside in participating attendance areas. Because private school officials may have access to some sources of poverty information not easily accessible to public school officials, it is very important that public and private school officials cooperate in this effort. A LEA may count private school children from low-income families every year or every two years.

In collecting poverty data on private school children, the Title I statute gives a LEA flexibility to calculate the number of children who are from low-income families and attend private school. To obtain a count of private school children, a LEA may use:

1. The same poverty data it uses to count public school children.
2. Comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families’ identity. The LEA may extrapolate data from the survey based on a representative sample if complete actual data are not available.
3. Comparable data from a different source, such as scholarship applications so long as the income level for both sources is generally the same.
4. Proportional data based on the poverty percentage of each public school attendance area applied to the total number of private school children who reside in that area.
5. An equated measure of low income correlated with a measure of low income used to count public school children.

Although funds are allocated based on the number of low-income children, private school children eligible to be served are children who reside in a participating public school attendance area and who are failing, or most at risk of failing, to meet student academic achievement standards based on the criteria in Section 1115(b) of the Title I statute. To provide equitable services to eligible private school children, a LEA must reserve the amounts generated by low-income private school children who reside in participating public school attendance areas. In consultation with private school officials, a LEA may choose one, or a combination of, the following options for using the funds reserved for private school children:

- Provide equitable services to eligible children in each private school with the funds generated by children from low-income families who reside in participating public school attendance areas and who attend that private school.
- Combine the funds generated by low-income private school children in all participating areas to create a pool of funds from which the LEA provides equitable services to eligible private school children who reside in participating public school attendance areas and are in the greatest educational need of those services. Under this option, the services provided to eligible children in a particular private school are not dependent upon the amount of funds generated by low-income children in the school.

CARRYOVER FUNDS PROVISIONS

Q. What actions must a SEA take with respect to a LEA that exceeds the 15 percent carryover limitation?

- A. Unless it grants the LEA a waiver of the carryover limitation, a SEA must reduce that LEA's allocation by the exact amount it exceeds its 15 percent carryover limitation.

Q. On what amount is the 15 percent limitation on carryover based?

- A. The percentage limitation is applied to the amount allocated to the LEA for Title I, Part A under Subpart 2 for the current year. It does not include carryover funds from the preceding year, excess funds that the SEA reallocated to the LEA under Section 1126(c) of Title I, school improvement funds received under Section 1003, or funds received under the State Academic Achievement Awards program.

Q. Does a LEA include funds carried over from the previous fiscal year in the current year's allocation base to determine statutory reservations?

- A. No. Title I of the ESEA requires a LEA to reserve certain percentages of its Title I allocation for specific purposes. For example, under Section 1118(a)(3), a LEA must generally reserve at least one percent of its allocation for parent involvement activities. The base for calculating any of the reserves required under Title I is only the current year amount allocated to the LEA for Title I, Part A under Subpart 2. The LEA would not include carryover funds from the preceding year when determining current year reservations.

Q. May a SEA waive the 15 percent limitation on carryover funds?

- A. Yes. Section 1127(b) of Title I provides that a SEA may, once every three years, waive the 15 percent carryover limitation if--
- The SEA determines that the request of a LEA is reasonable and necessary; or
 - Supplemental appropriations for Title I, Part A become available.

Q. Does the percentage limitation on carryover funds apply to all LEAs?

- A. No. The percentage limitation does not apply to a LEA that receives an allocation of less than \$50,000 in Title I, Part A, Subpart 2 funds.

Q. What happens to excess funds carried over by a LEA?

- A. If a LEA does not have a waiver of the carryover limitation, the excess funds become available to the SEA to reallocate to other LEAs in accordance with the criteria it has established under Section 1126(c) of Title I.

Q. Does the carryover limitation apply to school improvement funds a LEA may receive from the four percent a SEA reserves under Section 1003 of Title I?

- A. No. The carryover limitation applies only to funds a LEA is allocated under Subpart 2 of Title I, Part A.

Q. How does the carryover provision apply to equitable services to private school children?

- A. In general, if a LEA provided equitable services for private school students in the first year, any carryover funds would be considered additional funds for the entire Title I program in the subsequent year and would be part of the LEA's Title I resource base in the next year. Those funds would be used, along with any other carryover funds, for serving both public and private school students on an equitable basis. This situation might occur, for example, if private

school students did not fully participate in the Federal program in the first year, even though an equitable program was planned and offered for those students.

However, there may be a circumstance in which equitable services were not provided. For example, there was a delay by a LEA in implementing an equitable program for private school children because of consultation and notification issues between private school officials and the LEA. As a result, the LEA could not spend all the funds it had available for providing equitable services to private school children and needed to carry over those funds and use them to provide services to private school children in the following year. These carryover funds would be in addition to funds that the LEA would otherwise be required to use to provide equitable services for private school students out of the LEA's current year allocation.

Under either situation, the LEA retains control of the Federal funds carried over into the following year. No funds are provided directly to private schools.

COMPARABILITY

Q. Must a LEA determine comparability every year?

- A. Yes. Demonstrating comparability is a prerequisite for receiving Title I funds. Because Title I allocations are made annually, comparability is an annual requirement.

Q. When should comparability be determined?

- A. The comparability process must enable a LEA to identify, and correct during the current school year, instances in which it has non-comparable schools. An early determination of comparability would allow a LEA to make adjustments with the least amount of disruption.

Q. Are all LEAs required to make comparability determinations?

- A. No. The SEA will notify LEAs that are required to complete comparability determinations.

CONSOLIDATING FUNDS IN SCHOOLWIDE PROGRAMS

Q. Which Federal education program funds may be consolidated in a schoolwide program?

- A. A schoolwide program school may consolidate funds from any federal education program whose funds can be used to carry out activities in a public elementary or secondary school including services, materials, and equipment purchased with those funds and provided to a schoolwide program school.

A school that operates a schoolwide program may **NOT** consolidate Reading First (Title I, Part B, Subpart 1) funds, which establishes reading programs for students in kindergarten through grade 3.

Consistent with Section 1306(b)(4) of Title I, before a school operating as a schoolwide program consolidates funds received under Part C of Title I, ESEA for the education of migratory children, the school, in consultation with parents of migratory children or organizations representing those parents, or both, must first meet the unique educational needs of migratory students that result from the effects of their migratory lifestyle and those other needs that are necessary to permit those students to participate effectively in school, and must document that these needs have been met.

Q. May a schoolwide program school consolidate funds it receives under the Individuals with Disabilities Education Act (IDEA)?

- A. Yes. A school that operates as a schoolwide program may consolidate funds received under Part B of IDEA. However, the amount of funds consolidated may not exceed the amount received by the LEA under Part B of IDEA for that fiscal year, divided by the number of children with disabilities in the jurisdiction of the LEA, and multiplied by the number of children with disabilities participating in the schoolwide program. A school that consolidates funds under Part B of IDEA may use those funds in its schoolwide program for any activities under its schoolwide program plan but must comply with all other requirements of Part B of IDEA to the same extent it would if it did not consolidate funds under Part B of IDEA in the schoolwide program.

Q. May a schoolwide program school consolidate funds it receives from discretionary grant programs?

- A.** In general, a schoolwide program school may consolidate funds it receives from discretionary (competitive) grants as well as from formula grants, except for Reading First. However, if a school operating a schoolwide program consolidates funds from discretionary grant programs, the school must still carry out the activities described in the application under which the funds were awarded. Although not required, it is preferable that the applicant LEA or school indicates in its application for discretionary funds that some or all of the funds would be used to support a schoolwide program and describe its activities in a schoolwide program school. A schoolwide program school would not need to account separately for specific expenditures of the consolidated federal funds.

Q. How may a school that is operating a schoolwide program meet the intent and purposes of the programs for which it consolidates funds?

- A.** A school that consolidates and uses, in a schoolwide program, funds from any other federal education program, except Reading First, is not required to meet most statutory or regulatory requirements of the program applicable at the school level, but must meet the intent and purposes of that program to ensure that the needs of the intended beneficiaries are met. The school must be able to demonstrate that its schoolwide program contains sufficient resources and activities to reasonably address the intent of the included programs, particularly as they relate to the lowest-performing students.

Q. What fiscal record-keeping requirements apply to a LEA or a school with respect to federal funds that are consolidated in a schoolwide program?

- A.** A school operating a schoolwide program that consolidates in a single account and uses, in a schoolwide program, funds from other federal education programs, except Reading First, is not required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those program funds. The school must, however, maintain records that demonstrate that the schoolwide program, considered as a whole, addresses the intent and purposes of each of the federal education programs whose funds were consolidated to support it.

A LEA must be able to show the amount of funds from each federal education program for each grant year that was consolidated in the single schoolwide program account the LEA allocated to a schoolwide program school and may use any reasonable method to demonstrate how the federal funds in that schoolwide program have been expended. For example, the LEA could allocate expenditures of federal funds consolidated in a schoolwide program school in proportion to the amount of funds allocated to the school under each federal program.

Q. May a SEA require a LEA to account separately for each federal program whose funds are consolidated in a schoolwide program?

- A.** According to Section 1114(a)(3)(C), a schoolwide program is not required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds. However, a SEA has the authority to establish necessary accounting procedures to ensure proper use of federal program funds.

HOLD-HARMLESS PROVISIONS

Q. If a LEA loses eligibility for any of the four Title I Part A grants in 2008-2009, does the hold-harmless provision apply?

- A.** All four funding formulas provide for a variable hold-harmless guarantee for each LEA of 85, 90, and 95% of the previous year's allocation. The hold-harmless percentage depends on the formula child rate of each LEA.
- To be eligible for a basic grant, a LEA must have at least 10 formula children **and** the number of formula children must be greater than two percent of the LEA's school-age population.
 - To be eligible for concentration grants a LEA must have more than 6,500 formula children **or** the number of formula children must exceed 15 percent of the LEA's school-age population.
 - To be eligible for targeted grants, the number of formula children counted in a LEA for basic grant purposes must be at least 10 **and** equal or exceed 5% of the LEA's total school-age population. In addition, the funding formula adjusts the number of formula children to give greater weight to those LEAs that have higher numbers or percentages of formula children.
 - The eligibility criteria used to determine whether a LEA qualifies for an education finance incentive grant (EFIG) allocation are the same as for targeted grants. The State's EFIG is allocated to LEAs using a weighted formula similar to the targeted grants formula.

For Basic, Targeted, and EFIG, a LEA must meet the eligibility criteria in order for hold-harmless protection to apply. For Concentration Grants under NCLB, the hold-harmless provision applies to a LEA for four consecutive years even if the LEA no longer meets the eligibility criteria.

However, for all Title I Part A grants, the hold-harmless provision only applies as far as funding is available.

Q. Is there a LEA hold-harmless provision for Concentration Grant funds?

- A. Yes, the hold-harmless provision applies to a LEA for four consecutive years even if the LEA no longer meets the eligibility criteria. However, Title I law specifies that if appropriations are insufficient to fully fund all Title I entitlements in any given year, grants will be ratably reduced.

Q. Is a LEA that received Title I, Part D, Subpart 2 funds in 2007-2008 entitled to receive a hold-harmless allocation for 2008-2009?

- A. No. The hold-harmless provisions of Title I, Part A do not apply to subgrants received by LEAs under Part D, Subpart 2.

LEA IDENTIFICATION AND SELECTION OF SCHOOL ATTENDANCE AREAS

Q. If a LEA applies the “35 percent rule,” must all school attendance areas with at least 35 percent poverty be served?

- A. No. However, school attendance areas to be served must be selected in rank order.

Q. Section 1113[b][1][D][ii] allows a LEA to skip an eligible school attendance area or school that has a higher percentage of poverty if the attendance area or school is receiving supplemental funds from other state or local sources that are “spent according to the requirements of Section 1114 or 1115.” What is meant by “according to the requirements of Section 1114 or 1115?”

- A. Under Title I regulations, a supplemental state or local program meets the requirements of Section 1114 if the program:
- Is implemented in a school that meets the minimum 40 percent poverty threshold required to operate a schoolwide program;
 - Is designed to promote schoolwide reform and upgrade the entire educational operation of the school to support students in their achievement toward meeting the challenging academic achievement standards that all students are expected to meet;
 - Is designed to meet the educational needs of all children in the school, particularly the needs of children who are failing, or most at risk of failing, to meet the challenging student academic achievement standards; and
 - Uses the State’s assessment system described in the Title I regulations to review the effectiveness of the program.

A supplemental state or local program meets the requirements of Section 1115 if the program:

- Serves only children who are failing, or most at risk of failing, to meet the challenging student academic achievement standards;
- Provides supplementary services designed to meet the special educational needs of the children who are participating in the program to support their achievement toward meeting the challenging student academic achievement standards; and
- Uses the State’s assessment system described in the Title I regulations to review the effectiveness of the program.

Q. How may preschool children be served under Part A?

- A. There are several ways in which preschool children may be served under Part A. For example—
- A participating school may use part of its Part A funds to operate a preschool program.
 - A LEA may reserve an amount from the LEA’s total allocation to operate a Part A preschool program for eligible children in the district as a whole or for a portion of the district.

Children served in the Title I preschool program must qualify educationally. To be eligible, preschool children—like school-aged children—must be failing, or most at risk of failing, to meet the local school district's performance standards. Preschool children may be selected for Title I services on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. Children who participate in a Head Start or Even Start program at any time in the two preceding years are automatically eligible for Title I services.

LOCAL NEGLECTED CHILDREN

Q. If a LEA is unable or unwilling to provide services to children in local institutions for neglected children, may it retain the funds that were allocated on the basis of these children?

A. No. If a LEA is unwilling or unable to provide services to neglected children, the SEA must reduce the LEA's allocation by the amount generated by the neglected children.

Q. May the SEA transfer these funds to another LEA?

A. Yes. These funds may be assigned to another state agency or LEA that agrees to assume educational responsibility for the neglected children.

Q. May the SEA retain these funds?

A. Yes. If the SEA assumes educational responsibility for the neglected children, it is entitled to the funds generated by these children.

Q. If neither the SEA nor another agency is willing to assume educational responsibility for neglected children, what happens to the funds?

A. The SEA must reduce the LEA's allocation by the amount that was based on neglected children. These funds would lapse and not be available for reallocation to other LEAs.

Q. If an institution closes and the children are transferred to an institution in another LEA, must the SEA transfer the funds to the LEA in which the children now reside?

A. Yes. The SEA must adjust the allocations of the two LEAs to reflect the transfer.

MAINTENANCE OF EFFORT

Q. When a SEA determines maintenance of effort for its LEAs, must the SEA use the same measure for all its LEAs?

A. No. For example, a SEA must determine maintenance of effort using the measure most favorable to each LEA. A LEA has maintained fiscal effort if it meets either of the two tests—aggregate expenditures or expenditures per pupil.

PARENT INVOLVEMENT

Q. Is the Parent Involvement requirement of Title I the same for both Targeted Assistance Programs and Schoolwide Programs?

A. Yes. The No Child Left Behind Act of 2001 requires that parents are involved in the development of the local LEA's plan for Title I. Other requirements include the following:

1. A written parent involvement policy.
2. A school-parent compact for each participating building. For a schoolwide program, all students would be included.
3. A parent meeting must be held annually.
4. LEAs receiving allocations of \$500,000 or more must budget at least 1% to support parent involvement activities that may include family literacy and parenting skills.

PRIVATE SCHOOL SERVICES - CONTACTS AND ACTIVITIES IN PRIVATE SCHOOLS

- Q. Is it permissible for Title I teachers to use private school facilities other than the Title I classroom, such as the restroom, teachers' lounge, cafeteria, or the parking lot?**
- A.** Yes. There is no prohibition against reasonable use of private school facilities by a Title I teacher or other Title I personnel.
- Q. May Title I teachers and other public school personnel meet or have discussions with private school teachers and administrators?**
- A.** Yes. Consultation and communication are essential to implementing an effective Title I program. Therefore, Title I personnel may have necessary discussions or meetings with private school officials concerning the design and development of the Title I program, as well as communications concerning the needs and progress of individual children. (For the Title I requirements regarding consultation with private school officials, see section 1120(b) of the Title I statute.)

PRIVATE SCHOOL SERVICES - LOCATIONS AND TYPES OF SERVICES

- Q. Do Title I services have to be provided in private schools?**
- A.** No. However, LEAs are required to provide Title I services for private school children that are equitable in comparison to the services and other benefits provided for public school participants and to consult with private school officials on important issues such as the location of any services.
- Q. May Title I instructional services be provided in private schools before and after regular school hours and during the summer?**
- A.** Yes. These are additional, permissible options for providing services for private school children so long as the equitability and consultation requirements are met. In fact, the Title I statute requires, with respect to public and private school children, that LEAs use effective instructional strategies that give "primary consideration to providing extended learning time." These options may be useful particularly in situations where there is no space available in the private school during the regular school day.
- Q. Do Title I services for private school children need to be in the same subject areas or grade levels as public school students?**
- A.** No. The needs of the private school children determine what Title I service is appropriate. However, because eligibility for services is determined by residence in a participating public school attendance area, private school students being served need to reside in an eligible participating public school attendance area. Therefore, for example, if a public middle school attendance area is not participating in Title I, Title I service may not be provided to private school students in middle school grades who reside in the area.
- Q. Does space used in private schools for Title I instruction need to be free of any religious symbols?**
- A.** In its decision in *Agostini*, in ruling that Title I instructional services can be provided in private schools, the Court relied on the safeguards in New York City's pre-Aguilar program, including the fact that the Title I services were provided in space that had no religious symbols. While the Supreme Court did not specifically indicate whether the removal of religious symbols was required, it is a significant factor a Court is likely to take into account in reviewing the constitutionality of services in private schools and LEAs are strongly encouraged to provide Title I instruction in space that is free of any religious symbols.
- Q. May space used for Title I instruction in a private school be used for non-Title I purposes at other times?**
- A.** Yes. The LEA should have the exclusive use and control of the Title I space during the time period in which Title I services are being conducted, but the space may be used for other purposes at other times.
- Q. May Title I service be provided in the regular private school classrooms through aides or joint teaching efforts?**
- A.** It is recommended that LEAs not provide these types of services. In holding that Title I instruction may be provided in private schools, the Court in *Agostini* emphasized that the Title I program was totally separate from the private

school's educational program and under the sole control of the LEA. Providing Title I instruction as a part of private school classes raises significantly different issues that increase the risk that the services would be held unconstitutional.

Q. Are private schools required to make space available in their schools for Title I services?

- A. No. If space is not available in a private school, or if the private school chooses not to make its facilities available to the LEA for this purpose, Title I services have to be provided in another location. The LEA still has the responsibility of providing equitable Title I services for private school children under these circumstances, although the services would be at a location outside the private school. The extra costs of providing services at a location outside the private school would be taken "off-the-top" of the LEA's Title I allocation before funds are allocated for instructional services for public and private school children.

PRIVATE SCHOOL SERVICES - NEW PRIVATE SCHOOL CHILDREN

Q. Can a LEA serve eligible private school children who previously declined Title I service?

- A. Yes. A LEA may provide services to these children to the extent possible in the current school year, but the LEA will have met its responsibility to offer equitable services to private school children for the upcoming school year if it contacted representatives of these children on a timely basis in the normal course of designing the Title I program and services were declined. However, we strongly encourage these LEAs to contact representatives of these children to see what arrangements or modifications can be made for the upcoming school year and to make those adjustments unless it would seriously disrupt the already-planned program. With respect to future years, LEAs should make renewed efforts to contact representatives of private school children that may have declined services because they could not be provided in the private school.

PRIVATE SCHOOL SERVICES – “OFF-THE-TOP” REQUIREMENTS

Q. Does the "off-the-top" requirement apply?

- A. Yes. Section 200.27 of the Title I regulations requires that LEAs reserve funds as are reasonable and necessary for certain purposes, including administration of programs for public and private school children, before funds are allocated to school attendance areas or schools. Therefore if a LEA continues to provide Title I services, these costs would come "off-the-top" of the LEA's Title I allocation before funds are allocated for instructional services for public and private school children. The "off-the-top" costs of providing Title I services for private school children outside their own schools has been reduced greatly as a result of the Court's decision in Agostini.

Q. Must a LEA ensure that equitable services to private school children are provided from Title I funds reserved “off-the-top” for district-wide instructional programs?

- A. Yes. If a LEA reserves Title I funds “off-the-top” for district-wide instructional programs, the equitable services requirement applies. Section 200.64(a)(2)(i)(A) of the Title I regulations requires that, if a LEA reserves funds for instructional activities for public elementary or secondary school students at the district level, the LEA must provide equitable services to eligible private school children. The LEA bases equitable services from the reserved funds on the proportion of private school children from low-income families residing in participating public school attendance areas.

Q. How does a LEA determine the amount of funds to be used for parent involvement activities for parents of participating private school students?

- A. Section 1118 of the Title I statute requires a LEA to reserve funds “off-the-top” of its Title I allocation to carry out required Title I parental involvement activities. Section 200.65 of the Title I regulations requires the LEA to calculate the amount of funds available for parental involvement activities from the reserved funds based on the proportion of private school children from low-income families residing in participating public school attendance areas.

Q. How does a LEA determine the amount of funds to be used for professional development activities for teachers of private school Title I participants?

- A.** If a LEA reserves funds under Section 1119 “off-the-top” of its Title I allocation for carrying out Title I professional development activities, the LEA must provide equitable services to teachers of private school participants from this set-aside. As required under Section 200.65 of the Title I regulations, a LEA calculates these equitable services from the reserved funds in the proportion to the number of private school children from low-income families residing in participating public school attendance areas. Activities for the teachers of private school participants must be planned and implemented with meaningful consultation with private school officials and teachers.

PRIVATE SCHOOL SERVICES - SCHOOLWIDE PROGRAMS

Q. Can schoolwide programs be operated in private schools?

- A.** No. Schoolwide programs may not be operated in private schools because private schools, as opposed to private school students, are not themselves eligible for Title I service.

REALLOCATION

Q. How does a SEA reallocate funds?

- A.** Section 1126[c] of Title I requires that a SEA reallocate Part A funds on a timely basis to LEAs in the State that need additional funds in accordance with criteria established by the SEA. Funds available for reallocation may include:
- Excess Part A funds available from a LEA that: (1) is eligible for a Title I allocation but has chosen not to participate in the Title I program; (2) has had its allocation reduced because it failed to meet the maintenance of effort requirements in Section 14501 of ESEA; (3) has carryover funds that exceed the 15 percent limitation in Section 1127 of Title I; or (4) has excess funds for other reasons; or
 - Funds that a SEA has recovered after determining that a LEA has failed to spend Part A funds in accordance with the law.

SUPPLEMENTAL EDUCATION SERVICES

Q. Do public school options include only schools in the same district?

- A.** There may be situations where children in Title I schools have school options outside their own school district. For instance, a LEA may choose to enter into a cooperative agreement with another LEA that would allow their students to transfer into the other LEA’s schools. In fact, the law requires that a LEA try “to the extent practicable” to establish such an agreement in the event that all of its schools have been identified as needing improvement, corrective action or restructuring.

Q. Is transportation available for children who exercise their right to attend another school?

- A.** Subject to a funding cap established in the statute, LEAs must provide transportation for all students who exercise their school choice option under Title I and priority must be given to the lowest-achieving children from low-income families.

Q. What are Supplemental Education Services?

- A.** Supplemental Education Services are additional academic instruction designed to increase the academic achievement of students in schools that have not met state targets for increasing student achievement (adequate yearly progress) for three or more years. These services may include tutoring and after-school services. They may be offered through public or private sector providers that are approved by the state, such as public schools, public charter schools, local education agencies, educational service agencies and faith-based organizations. Private sector providers may be either nonprofit or for-profit entities. SEAs must maintain a list of approved providers across the state organized by the school district or districts they serve, from which parents may select. SEAs must also promote maximum participation by Supplemental Education Services providers to ensure that parents have as many choices as possible.

Q. When are children eligible to receive Supplemental Education Services?

- A. Students from low-income families who remain in Title I schools that fail to meet state standards for at least three years are eligible to receive supplemental education services.
- Q. Are parents notified about Supplemental Education Services?**
- A. Yes. LEAs are required to provide annual notice to parents of eligible children about the availability of services and information on the approved providers.
- Q. Can parents choose providers for tutoring and other Supplemental Education Services?**
- A. Yes, parents of eligible children can choose from the list of State-approved providers. Most states have approved a diverse list of providers. Upon request, the LEA will help parents determine which provider would best fit their child's needs. When parents have made their selection, the LEA must then contract with that provider to deliver the services.
- Q. What action can parents take if their child is eligible for tutoring or other Supplemental Education Services, but their school or LEA does not offer them?**
- A. LEAs receiving Title I funds must offer free tutoring and other extra help to eligible students. If eligible students are not being offered these services, parents are encouraged to contact the state Title I office.
- Q. How are Supplemental Education Services providers held accountable?**
- A. SEAs must develop and apply objective criteria for evaluating providers and monitor the quality of services that they offer. In addition, Supplemental Education Services providers must give to parents, as well as to the school, information on their children's progress.

TITLE I FUNDED STAFF

Q. Is it allowable for a Title I funded teacher to substitute occasionally for elementary staff?

- A. The Federal guidance states that Title I paid personnel may—
 “Assume **limited duties that are assigned to similar personnel** paid with other funds, including duties beyond classroom instruction or that do not benefit Title I participants, as long as the amount of **time spent** on the limited duties **is the same proportion of total work time as that for similar personnel at the same school.**”

Additionally it states, “The provision **is not meant to result in Title I staff being assigned a disproportionate share of special duties** at a school. In assigning Title I staff to such duties, a school and LEA should **ensure that the Title I program is not harmed.**”

To summarize, it is allowable if it is not on a regular basis, if Title I staff are treated the same as similarly situated personnel, and if it does not impair the Title I program.

Q. May a Title I funded teacher work with a small group mix of students in the regular classroom as part of our targeted assistance building's new reading program?

- A. As it is stated, no. Please remember that a targeted assistance school differs from a schoolwide in the following ways:
- Title I funds may be used in targeted assistance buildings only for programs that provide service to eligible children identified as **having the greatest need** for special service.
 - Title I funds must be used for services that **supplement, and do not supplant**, the services that would be provided in the absence of Title I funds, from non-federal sources.
- Records must be maintained that document that Title I funds are spent on activities and services for only Title I participating students.

<p style="text-align: center;">NCLB Paraprofessional Requirements for Iowa Schools</p>

1. Definition of paraprofessional:

For the purposes of Title I, Part A, a paraprofessional is an employee who provides instructional support in a program supported with Title I, Part A funds.

This includes paraprofessionals who (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, (2) assist with classroom management, such as organizing instructional and other materials, (3) provide instructional assistance in a computer laboratory, (4) conduct parental involvement activities, (5) provide support in a library or media center, (6) act as a translator, or (7) provide instructional support services under the direct supervision of a teacher [Title I, section 1119(g)(2)].

Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.

2. Requirements:

Title I paraprofessionals whose duties include instructional support must have (1) completed two years of study at an institution of higher education; or (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness); or (4) obtain a voluntary certification course offered through the Board of Educational Examiners.

Title I paraprofessionals must meet the requirements by the end of the 2005-06 school year.

All Title I paraprofessionals must have a secondary school diploma or its recognized equivalent. This includes paraprofessionals who serve as translators or who conduct parental involvement activities.

3. Paraprofessional Assessment:

- LEAs should carefully choose an assessment that will measure the knowledge of and ability to assist in instructing reading, writing and mathematics (or as appropriate, reading readiness, writing readiness, and mathematics readiness). The criterion established for approval as a paraprofessional under No Child Left Behind Act must be rigorous and defensible. Examples of measures available to LEAs include Work Keys (which has been normed for paraprofessionals), Parapro Assessment from ETS, and COMPASS from ACT. Many Iowa LEAs have established a COMPASS score cut-off at 150. The score of 150 was obtained by determining a Reading score of 57, a Writing score of 50 and a Math score of 43 were appropriate subscores for passing the COMPASS. **The assessment chosen must ensure that more than just basic skills are being assessed.**

4. Recommendation:

- All LEAs should encourage their paraprofessionals to go through the voluntary certification course offered through the Board of Educational Examiners, even those who have already been approved using an assessment. Federal funds, including Title I funds, can be used to assist paraprofessionals complete this coursework.

- No good faith extensions. All paras must be qualified at the time of employment.

Contact: Geri McMahon, consultant, 515/281-8323, geri.mcmahon@iowa.gov.

Paraprofessional Requirements No Child Left Behind Act (NCLB)

Are Title I funds (Part A) used in this school building?

YES

Is the Title I program a Targeted Assistance Program or a Schoolwide Program?

Refer to Chart A and Chart B.

NO

No further action is required. If the LEA does not receive Title I funds, the requirements do not apply. Similarly, if the LEA receives Title I funds, but a school does not receive Title I funds, the requirements do not apply to paraprofessionals working in that school.

Chart A

Targeted Assistance Program (TAP)

Are the paraprofessionals funded by Title I dollars?

YES

The paraprofessional(s) must meet NCLB certification requirements.

NO

No further action is required.

Chart B

Schoolwide Program (SWP)

NCLB paraprofessional requirements apply to all paraprofessionals that provide instructional support duties in a schoolwide program without regard to the source of funding that supports the position.



Complaint Resolution Process for NCLB Programs

Introduction

Among the new requirements of the Federal No Child Left Behind Act of 2001 is one that provides for "written procedures for the receipt and resolution of complaints alleging violations of law in administration" of the following programs:

- Title I, Part A (Improving Basic Programs Operated by Districts)
- Title I, Part B (Even Start Family Literacy Programs)
- Title I, Part C (Migrant Education)
- Title I, Part D (Neglected, Delinquent, At-Risk Children and Youth)
- Title II (Professional Development Program)
- Title III, Part A, Subpart 2 (School Technology Resources)
- Title IV, Part A (Safe and Drug-Free Schools and Communities)
- Title VI (Innovative Education Program Strategies)
- Title VII, Part C (Emergency Immigrant Education)

Contents of a Complaint

A complaint must be in the form of an affidavit. That is, the parent/guardian's signature must be notarized or the parent/guardian must use substantially the following form:

I certify under penalty of perjury and pursuant to the laws of the state of Iowa that the preceding is true and correct.

Date

Signature

The complaint must include all of the following:

1. A statement that an identified Iowa school district or the Iowa Department of Education (herein called "IDE") has violated a requirement of federal law applicable to one of the above-named programs.
2. A statement identifying the sections(s) of federal law that is alleged to have been violated.
3. The facts on which the complaint is based.
4. Details of any discussions, meetings, or correspondence involving the parties regarding attempts to resolve the matter raised in the complaint.

5. Contact information regarding the individual who filed the complaint, which at a minimum must include the person's mailing address and daytime phone number.

Procedure for Filing a Complaint against a School District

1. A complaint as defined above must be filed with the IDE within ninety (90) days of an adverse decision of the school district (administration or school board). For purposes of this process "filed" means mailed with a *postmark* within the 90 day period to the Division Administrator, ECESE, Iowa Department of Education, 2nd Floor – Grimes State Office Building, 400 East 14th Street, Des Moines, IA 50319-0146 or faxed within the 90 day period to the Division Administrator, ECESE, at 515/281-7700.
2. Within ten (10) days of receipt of a complaint, the Division Administrator shall notify the superintendent of the school district named in the complaint that a complaint has been filed. A copy of the complaint shall be provided to the school district with a directive to respond in writing to the complaint within twenty (20) days of notification. The district's written response shall be signed by the superintendent or his/her designee. The original shall be provided to the Division Administrator with a copy sent to the individual who filed the complaint.
3. After receiving the district's response, the Division Administrator shall determine whether further information is required, and may seek additional information from either party.
4. Unless, *in the sole discretion of the Division Administrator*, the Division Administrator determines that a hearing is necessary, the matter will be considered fully submitted to the Division Administrator in writing. If the Division Administrator determines that a hearing is necessary, the procedures in 218---IAC 6.12 shall apply.
5. Once the Division Administrator is satisfied that s/he has sufficient information to prepare a final report and decision, the Division Administrator shall issue a written decision to the parties. The decision may consist of one of the following options:
 - a. Dismissal of the complaint for failure to state a complaint that meets the requirements of this process and the No Child Left Behind Act.

- b. A finding on the merits of the complaint that the district did not violate any provision of pertinent federal law.
- c. A finding on the merits of the complaint that the district did violate a provision of pertinent federal law, and a specific resolution of the complaint to be undertaken by the district.

The decision of the Division Administrator is *not* a final decision of the IDE, and therefore, is not subject to a petition for judicial review pursuant to Iowa Code chapter 17A. Nothing herein shall be construed to render this complaint process a “contested case” proceeding under that chapter.

- 6. Absent the existence of exceptional circumstances or the agreement of both parties to an extension, the decision of the Division Administrator shall be issued no later than ninety (90) days of the receipt by the Division Administrator.
- 7. When, in the sole discretion of the Division Administrator, s/he determines that public interest requires the same, the Division Administrator may utilize the provisions of any of the following administrative rules:
 281—IAC 6.7 (Disqualification)
 281—IAC 6.10 (Consolidation – Severance)
 281—IAC 6.19 (Default)
- 8. All time periods listed herein mean calendar days.
- 9. Either party may appeal the decision of the Division Administrator to the United States Secretary of Education.

Procedure for Filing a Complaint against the Iowa Department of Education

- 1. A complaint as defined above alleging that the IDE has violated a requirement of federal law applicable to one of the above-named programs must be filed with the IDE within ninety (90) days of an adverse decision of an employee or agent of the IDE.
- 2. All procedures for filing such complaint as apply to a complaint against a school district apply here, except that if the adverse decision is from the Administrator of the Early Childhood, Elementary and Secondary Education Division of the IDE, the complaint shall be filed with the Director of the IDE.

School District Requirement

All Iowa school districts shall provide a copy of this process, free of charge, to interested residents and parents of students both upon the request of the resident or parent and when the district has been working with the resident or parent to resolve a complaint. This process allows an individual to file a complaint alleging violations of law in administration of the following programs only:

- Title I, Part A (Improving Basic Programs Operated by Districts)
- Title I, Part B (Even Start Family Literacy Programs)
- Title I, Part C (Migrant Education)
- Title I, Part D (Neglected, Delinquent, At-Risk Children and Youth)
- Title II (Professional Development Program)
- Title III, Part A, Subpart 2 (School Technology Resources)
- Title IV, Part A (Safe and Drug-Free Schools and Communities)
- Title VI (Innovative Education Program Strategies)
- Title VII, Part C (Emergency Immigrant Education)

There is no parallel complaint process for any program not listed above.

A P P E N D I X
OF
TITLE I
DOCUMENTS

APPENDIX A:

TITLE I

PARENT

INVOLVEMENT

REQUIREMENTS

TITLE I PARENT INVOLVEMENT REQUIREMENTS

**Iowa Department of Education
Title I
Grimes State Office Building
400 East 14th Street
Des Moines, IA 50319-0146
2008-2009**

State of Iowa
Department of Education
Grimes State Office Building
Des Moines, Iowa
50319-0146

State Board of Education

Rosie Hussey, Clear Lake, President
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Joan Jaimes, Marshalltown
Valorie Kruse, Sioux City
LaMetta Wynn, Clinton

Administration

Judy A. Jeffrey, Director and Executive Officer
of the State Board of Education
Gail M. Sullivan, Chief of Staff

Division of PK-12 Education

Kevin Fangman, Administrator

Bureau of Teaching and Learning Services

Jim Reese, Chief

Title I Office

Paul Cahill, Title I Administrative Consultant
Rick Bartosh, Title I Consultant
Donna Eggleston, Title I Consultant
Sandy Johnson, Title I Consultant
Teresa McCune, Title I Consultant

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, *et seq.*), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, *et seq.*).

If you have questions or grievances related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, telephone number 515/281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, 111 N. Canal Street, Suite 1053, Chicago, IL 60606-7204.

Parent Involvement Requirements for Local Title I Programs 2008

- **Parent Involvement Policy:**
Each district with a Title I program must have a parent involvement policy that is jointly developed with, agreed upon, and distributed to parents of participating children. The policy must be on file in the district. This policy need not be school board approved.
 - A copy of the Parent Involvement Policy, **with the current date**, must be sent to the state Title I office by September 15 each year.
- **Parent-School Compact:**
A parent-school compact must be provided to every parent in a Schoolwide program and to Title I parents in Targeted Assistance programs. The federal law does not require a parent signature. However, effort should be made to encourage parents be supportive and sign the compact. Schools operating a Targeted Assistance program may choose to use the parent-school compact with all students.
 - A copy of the Parent Involvement Policy, **with the current date**, must be sent to the state Title I office by September 15 each year.
- **Annual Title I Parent Meeting:**
An annual Title I parent meeting must be held at a time that will encourage parent attendance. It may be held in conjunction with a school open house or at a separate time. At this meeting, parents should be given the information about Title I and provided the opportunity to give input and feedback regarding the Title I program.
- **Parent Information & Assistance:**
Materials and training must be provided in the language of the home whenever possible to help parents work with their children to improve achievement.
- **Parent Training for Student Academic Success:**
Assistance must be provided to parents in understanding topics such as local academic standards and assessments, monitoring their child's progress and how to work with educators to improve academic achievement of their child.
- **Title I Program Evaluation:**
LEAs must have a system in place for annually evaluating the Title I program and the Parent Involvement components of Title I. Parents and staff must be included in the review process for the purpose of suggesting potential programming needs and/or changes. This evaluation could include parent, staff and administrative surveys pertaining to Title I programming as well as an analysis of student achievement. This is not to be used as an evaluation of the Title I teacher.
- **Parent Notification:**
LEAs must notify parents of availability of information on professional qualifications of their child's teachers. LEAs must provide timely notice of 4 or more weeks of teaching by a teacher that is not fully qualified.

Note: Parent Involvement requirements for Title I programs also apply to all students attending a Schoolwide Program.

Parent Notification Requirements of No Child Left Behind (NCLB) 2008

Parents Right-to-Know

Sec. 1111(h)(6) of NCLB

- Parents of students in Title I schools are guaranteed annual notification of their “right to know” about teacher qualifications by their school district. That means parents may request and receive from that office information regarding the professional qualifications of the student’s classroom teachers, including:
 - (a) whether the teacher is state-certified;
 - (b) whether a teacher is teaching under emergency or other provisional status;
 - (c) the baccalaureate degree major of the teacher and any other graduate degree major or certification; and
 - (d) whether the child is provided services by a paraprofessional and, if so, his/her qualifications.
- LEAs must notify parents at the beginning of each year that information on the professional qualifications of their child’s classroom teacher is available from the school district.
 - ✓ Notification may be included in district news letters or other communications to parents
 - ✓ Documentation of annual notification should be kept by LEA for monitoring purposes
- Parents must receive timely notice that their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Parents must be informed if their child is placed in a Limited English Proficient program.
- LEAs must provide parents with information on student's performance level on each state assessment. (required in Chapter 12 of Iowa Administrative Code).

Parent Notification

Sec. 1118 (c)(4)

- Schools must provide parents of participating children –
 - ✓ timely information about the Title I program
 - ✓ a description and explanation of the curriculum, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - ✓ if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
 - ✓ if the schoolwide program plan under Section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

Title I School Parent Involvement Policy Checklist

LEA Name: _____ School Name: _____

The Title I Parent Involvement section of the No Child Left Behind Act (NCLB) requires each Title I school to develop a written parental involvement policy that describes the means for carrying out the requirements of Section 1118. The school must ensure that information related to school and parent programs, meetings and other activities are sent to the parents of Title I children in a format and in a language the parents can understand.

The policy must be:

- ☐ developed jointly with and agreed on by parents of Title I children;
- ☐ written in an understandable format and provided in a language parents can understand;
- ☐ distributed to all parents of Title I children; and
- ☐ made available to the local community and updated periodically to meet the changing needs of parents and the school.

CHECKLIST OF REQUIRED COMPONENTS	YES	NO
1) The Policy describes how parents will be involved in the planning, review and improvement of the school's Parent Involvement Policy.		
2) The Policy states that an annual meeting will be held to inform parents of the school's participation in the Title I program and to explain the requirements of the program and their right to be involved.		
3) The Policy states that parent meetings, including parent conferences, will be held at different times during the day.		
4) The Policy states that Title I funds may be used to pay reasonable and necessary expenses associated with parent involvement activities, including transportation, childcare, or home visit expenses to enable parents to participate in school-related meetings and training sessions.		
5) The Policy describes how parents will be involved in the planning, review, and improvement of the school's Title I program.		
6) The Policy describes how the school involves parents in the joint development of the Schoolwide Program Plan under Section 1114. <i>Applies only to Title I schools operating a Schoolwide Program.</i>		
7) The Policy describes how the school involves parents in the joint development of the School Improvement Plan under Section 1116. <i>Applies only to Title I schools identified for school improvement.</i>		
8) The Policy describes how the school will provide parents of participating children with timely information about the Title I program.		
9) The Policy describes how the school will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.		
10) The Policy describes how the school will provide assistance to parents in understanding the state's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children.		
11) The Policy states that the school will provide, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.		
12) The Policy states that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement.		
13) The Policy describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.		

Sample Parent Involvement Policy

2008-2009

_____ Community School District

It is the policy of _____ Community Schools that parents of participating children shall have the opportunity to be involved jointly in the development of the district plan and in the district's review process for the purpose of school improvement. Recognizing that parental involvement is the key to academic achievement, we seek to involve parents in an effective home-school partnership that will provide the best possible education for our students. The district provides coordination, technical assistance and other supports necessary to aid in the planning and implementation of parent involvement activities. The district encourages parent involvement and supports this partnership through providing information about standards and assessments; providing training and materials for parents to help their children; educating school personnel about involving parents and the value of parent contributions; and developing roles for community organizations and businesses to work with parents and schools.

1. This jointly developed and agreed upon written policy is distributed to parents of participating Title I children and all parents in schoolwide buildings through the Parent Handbook which is distributed to every family at the time of registration.
2. Two annual meetings are held, for all parents of participating children, both public and private. Additional meetings with flexible times shall be held throughout the year and be determined by parent suggestions. All _____ elementary buildings will hold two annual meetings, one in the fall and one in the spring. Notification will be sent in the building newsletter.
3. Parents are given assistance in understanding the Title I requirements, standards, and assessments through the annual meetings and parent-teacher conferences.
4. Parents receive an explanation of the school's performance profile, the forms of academic assessment used to measure student progress, and the expected proficiency levels in the annual progress report distributed to all stockholders in the spring of the year, through individual reports given to parents at conference time, and through report cards.
5. In targeted assistance buildings parents are informed of and involved with their child's participation in the Title I program. They also are informed about the curriculum, instructional objectives, and methods used in the program. This information is delivered through newsletters, conferences and the annual meetings.
6. Parent recommendations are encouraged and responded to in a timely manner. Verbal or written responses will be given for all recommendations.
7. Parents will be involved with the planning, review, and improvement of the schoolwide programs. The vehicle used will be the School Improvement Advisory Committee (SIAC). If the schoolwide program is not satisfactory to the parents of participating children, they may submit comments to the SIAC.
8. A jointly developed school/parent compact outlines how parents, the entire school staff, and students all share responsibility for improved student achievement. The compact also describes the means by which the school and parents will build and develop a partnership to

help children achieve our local high standards. It is distributed in the Parent Handbook and is reviewed at the annual meetings.

9. The Title I program provides opportunities for parents to become partners with the school in promoting the education of their children both at home and at school. Parents are given help monitoring their student's progress and provided assistance on how to participate in decisions related to their student's education. The school also provides other reasonable support for parental involvement activities as requested by parents. Parents are encouraged to participate as volunteers in the school setting. Individual conferences will also be held upon request. A reading library, which contains reports on educational issues, books, and videos, are available to parents for check out at the _____ Elementary building.
10. The school continues to coordinate and integrate, to the extent feasible and appropriate, the parent involvement policy and other programs and activities within the district. Transitional information for students moving from fifth grade to sixth grade will be provided to parents at _____ Elementary at the annual spring meeting.
11. An annual evaluation of this parental involvement policy shall be conducted to determine its effectiveness. Findings will be used to design strategies for school improvement and revision of policies. The annual spring meetings will serve as the site for the discussions of program adjustments.

Providing all _____ Community School District's children with equal access to quality education is of primary purpose. It is crucial that all partners (students, parents, educators, and communities) have the opportunity to provide input and offer resources to meet this purpose. As these partnerships are mutually beneficial, developing cooperative efforts will ensure improved academic achievement for all students.

Sample Elementary School Compact 2008-2009

[Compacts are voluntary agreements between families and schools. This compact represents one example of what a family-school compact could look like. Schools and districts may use this compact to develop a local compact.]

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Teach classes through interesting and challenging lessons that promote student achievement.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families, which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6).
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Student

Teacher

Parent/Guardian

WASHINGTON STUDENT/PARENT/TEACHER/PRINCIPAL COMPACT

GRADE: _____

YEAR: 2008-2009

STUDENT

As a student, I will...

- *Respect myself, other students, my parents, teachers, school staff and principal;
- *Always try to do my best in my work and behavior;
- *Follow rules at school;
- *Come to school with my supplies and completed homework;
- *Show respect for school equipment and materials.

student signature

PARENT/GUARDIAN

As a parent/guardian, I will...

- *Respect and support my child, the staff, and the school;
- *Support the rules and policies of the Council Bluffs Schools;
- *Establish a time and quiet place for my child to do homework and review homework for completion;
- *See my child attends school daily and arrives on time;
- *Read with my child and let my child see me read;
- *Talk with my child about his/her school day.

parent/guardian signature

*Alone we can do little.
Together we can do so much.*

-Helen Keller

STUDENT SUCCESS



*Together... we
CAN make a
difference!*

TEACHER(S)

As a teacher(s), I/we will...

- *Respect and support students, parents, staff, and school;
- *Support the rules and policies of the Council Bluffs Schools;
- *Encourage each child to do his/her personal best;
- *Provide a safe, drug-free, positive and healthy learning environment;
- *Share information regarding each child's needs and progress;
- *Seek ways to involve parents with school and their child's education.

teacher(s) signature

PRINCIPAL

As a principal, I will...

- *Respect students, parents, staff and school;
- *Support the rules and policies of the Council Bluffs Schools;
- *Provide a safe, drug-free, positive, and healthy learning environment;
- *Maintain open lines of communication;
- *Encourage parents to be partners in education.

principal signature

SAMPLE
Council Bluffs Community School District
Longfellow Elementary
Student/Parent/Teacher/Principal Compact

2008-2009

Parent/Guardian agreement:

As a parent(guardian), I _____ will do my best to:

- See that my child is punctual and attends school regularly
- Set a time for homework and review it
- Stay aware of what my child is learning
- Encourage my child to read 15 minutes daily in the Just Read program
- Talk with my child about his/her school activities

Student agreement:

As a student, I _____ will do my best to:

- Read daily
- Participate in the schoolwide Just Read program – reading 15 minutes per day
- Attend school daily ready to learn
- Follow the Code of Conduct
- Complete all homework assignments and then turn them in on time

Teacher agreement:

As a teacher, I _____ will do my best to assist each student to achieve and therefore:

- Help each child grow to his/her fullest potential
- Provide instruction utilizing research based strategies that will meet all students' instructional needs
- Provide meaningful and appropriate homework activities
- Maintain open line of communication with each student and his/her parents
- Support the independent reading program – Just Read

Principal agreement:

As a principal, I _____ will try to do my best to encourage:

- Parental involvement
- Provide the students with highly professional, qualified staff
- Provide an environment that allows for positive communication between the students, parents and staff
- Enforce the Code of Conduct
- Support the independent reading program – Just Read

Parent Involvement Survey
-Sample School-
2008-2009

The following statements will encourage you to reflect on family issues at your school. Please rate your school in the following areas. Circle your responses.

1	2	3	4
rarely	sometimes	regularly	always

Your school or school district:

1. Recognizes that all parents, regardless of income, educational level, or cultural background, want their children to do well in school and are involved in their children's learning.

1	2	3	4
rarely	sometimes	regularly	always

2. Supplies a written Title I parent involvement policy that is jointly developed with parents that outlines the partnership among the student, parent, and school.

1	2	3	4
rarely	sometimes	regularly	always

3. Holds an annual meeting to inform parents of children in Title I programs about the Title I program.

1	2	3	4
rarely	sometimes	regularly	always

4. Provides resources such as books, videos, and newsletters that help with better parent participation at home.

1	2	3	4
rarely	sometimes	regularly	always

5. Encourages and provides opportunities for parental input into the design and development of the school-parent compact.

1	2	3	4
rarely	sometimes	regularly	always

6. Schedules varied meeting times to accommodate parents' work and childcare schedules.

1	2	3	4
rarely	sometimes	regularly	always

7. Provides parents with ideas on how to help their children with homework.

1	2	3	4
rarely	sometimes	regularly	always

8. Thinks of the community as an extension of the family.

1	2	3	4
rarely	sometimes	regularly	always

9. Provides opportunities for parents to have input in the operations of the school.

1	2	3	4
rarely	sometimes	regularly	always

10. Staff sees how diversity may be used to enrich learning experiences for students.

1	2	3	4
rarely	sometimes	regularly	always

11. Uses information from parent and family surveys to design or change school procedures and programs.

1	2	3	4
rarely	sometimes	regularly	always

Please comment on each of these issues.

I would recommend the following changes for how the school communicates with families:

I would recommend the following changes for the Title I services my child is receiving:

I would recommend these changes for the Title I parent involvement policy:

Please list other ways that the district can help support you in your efforts to support your child's academic and social success:

Please list other comments or concerns here:

Thank you for your responses to this survey.

**Title I Parent Survey
-Sample Elementary School-**

2008-2009

Please circle your response to each of the following items.

1. Do you have a clear understanding of how your child qualified for Title I assistance?

1	2	3	4
not much	some	mostly	very much

2. Do you have a clear understanding of the purpose and goals of the Title I program?

1	2	3	4
not much	some	mostly	very much

3. Do you have a clear understanding of the instruction and activities your child experiences in the Title I program?

1	2	3	4
not much	some	mostly	very much

4. Do you have a clear understanding of what your child must accomplish in order to exit the Title I program?

1	2	3	4
not much	some	mostly	very much

5. Has your child's progress in Title I been clearly communicated to you?

1	2	3	4
not much	some	mostly	very much

6. Have you been given opportunities to discuss your child's progress with the Title I teacher?

1	2	3	4
not much	some	mostly	very much

7. Has your child shown an increased interest in reading as a result of Title I instruction?

1	2	3	4
not much	some	mostly	very much

8. Did you attend Title I Parent Teacher Conferences?

No	Yes
----	-----

9. Did you attend Title I Parent Night?

No

Yes

10. Would you be willing to serve on the Title I Advisory Committee?

No

Yes

If so, please write your name and contact information.

Name

Phone number

E-mail

My suggestions for improving the Title I program:

Comments or suggestions for the Title I teachers:

Thank you for your responses to this survey.

SEC. 1118. PARENTAL INVOLVEMENT.

(a) LOCAL EDUCATIONAL AGENCY POLICY-

(1) **IN GENERAL-** A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) **WRITTEN POLICY-** Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations for parent involvement, and describe how the agency will —

(A) involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116;

(B) provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;

(C) build the schools' and parents' capacity for strong parental involvement as described in subsection (e);

(D) coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs;

(E) conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section; and

(F) involve parents in the activities of the schools served under this part.

(3) RESERVATION-

(A) **IN GENERAL-** Each local educational agency shall reserve not less than 1 percent of such agency's allocation under subpart 2 of this part to carry out this section, including promoting family literacy and parenting skills, except that this paragraph shall not apply if 1 percent of such agency's allocation under subpart 2 of this part for the fiscal year for which the determination is made is \$5,000 or less.

(B) **PARENTAL INPUT-** Parents of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) **DISTRIBUTION OF FUNDS-** Not less than 95 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this part.

(b) SCHOOL PARENTAL INVOLVEMENT POLICY-

(1) **IN GENERAL-** Each school served under this part shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(2) **SPECIAL RULE-** If the school has a parental involvement policy that applies to all parents, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(3) **AMENDMENT-** If the local educational agency involved has a school district-level parental involvement policy that applies to all parents, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

- (4) PARENTAL COMMENTS- If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.
- (c) POLICY INVOLVEMENT- Each school served under this part shall —
- (1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;
 - (2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;
 - (3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
 - (4) provide parents of participating children —
 - (A) timely information about programs under this part;
 - (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
 - (5) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
- (d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT- As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall —
- (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
 - (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —
 - (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - (B) frequent reports to parents on their children's progress; and
 - (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
- (e) BUILDING CAPACITY FOR INVOLVEMENT- To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part —
- (1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
 - (2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

- (3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
 - (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
 - (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
 - (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
 - (7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
 - (8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
 - (9) may train parents to enhance the involvement of other parents;
 - (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
 - (11) may adopt and implement model approaches to improving parental involvement;
 - (12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
 - (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
 - (14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.
- (f) **ACCESSIBILITY**– In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.
- (g) **INFORMATION FROM PARENTAL INFORMATION AND RESOURCE CENTERS**- In a State where a parental information and resource center is established to provide training, information, and support to parents and individuals who work with local parents, local educational agencies, and schools receiving assistance under this part, each local educational agency or school that receives assistance under this part and is located in the State shall assist parents and parental organizations by informing such parents and organizations of the existence and purpose of such centers.
- (h) **REVIEW**- The State educational agency shall review the local educational agency's parental involvement policies and practices to determine if the policies and practices meet the requirements of this section.

APPENDIX B:

LEA REVIEW

ALL TITLE I SCHOOLS

**P.L. 107-110
NCLB Act of 2001**

Title I Audit

District: _____

School: _____

Date: _____

Audit Level: Title I Desk Audit w/ LEA Polycom Interview On-site Title I Visit
Collaborative Site Visit w/ State Accreditation Team Title I Site Visit to Intermediate Size LEA Title I Site Visit to Urban 8 LEA

Targeted Assistance School (pages 6-7) Schoolwide Project (page 8-9)

Grade levels served: _____

Title I Staff (Number and FTE): Certified _____ Paraprofessional _____

Area(s) Supported by Title I: ☐ Reading ☐ Math ☐ Reading Recovery ☐ Title I Preschool

Type of Title I Service: ☐ Pull out ☐ In-class ☐ Combination
 ☐ Extended Day ☐ Summer School

Private School(s): ☐ No ☐ Yes (page 9) Number: _____

Consultant: _____

District/School: _____
 Date: _____

P.L. 107-110
 NCLB Act of 2001

ALL TITLE I SCHOOLS

SECTION	CRITERIA	OPTIONS FOR EVIDENCE OR DOCUMENTATION	YES NO NA	ADDITIONAL NOTES
	ELIGIBLE BUILDINGS			
§1113(3)(A)(B)	Only eligible buildings are being served. Applicable to districts w/total enrollment over 1000 or w/more than one building per grade span.	<ul style="list-style-type: none"> Documentation demonstrating selections of schools for Title I by rank order of poverty District eligibility data for free and reduced lunch for public and private school students 	Y N NA	
	FINANCIAL MANAGEMENT			
§1113(c)(1)	WITHIN DISTRICT TARGETING of FUNDS District must appropriately allocate Title I funds to eligible buildings in rank order of poverty (required for districts with 1,000 enrollment or private schools).	<ul style="list-style-type: none"> Documentation (e.g. spreadsheet) describing flow of Title I funds from LEA to eligible building Use of formula from the Title I Reference Manual (per pupil formula); include any carryover funds. See Worksheet in reference manual. Accounting records and applications 	Y N NA	
1118(a)(3)(A)	If Title I grant is \$500,000 or more, the district has reserved 1% for parent involvement activities.	<ul style="list-style-type: none"> Title I Budget / Expenditures 	Y N NA	
§1120A(b)(1)	Title I funds are used only to supplement, not to supplant the amount of funds available from non-federal sources	<ul style="list-style-type: none"> Student and teacher schedules Most recent comparability forms 	Y N	
	Title I PROGRAM PLAN			
§1115	Application narratives reflect current Title I program practices	<ul style="list-style-type: none"> Teacher interviews Copy of Title I program plan 	Y N	
	HIGHLY QUALIFIED STAFF			
§1114(B)(1)(C)	Highly qualified staff provides instruction.	<ul style="list-style-type: none"> Current Iowa teaching license Iowa Reading Endorsement for Title I reading teacher 	Y N	

SECTION	CRITERIA	OPTIONS FOR EVIDENCE OR DOCUMENTATION	YES NO NA	ADDITIONAL NOTES
	PARAPROFESSIONAL CERTIFICATIONS			
§1119	<p>Targeted Assistance Buildings: Paraprofessionals funded through Title I in Targeted Assistance buildings must hold proper paraprofessional certification described by NCLB</p> <p>Schoolwide Buildings: All paraprofessionals in schoolwide buildings must hold proper certification described by NCLB regardless of their funding source.</p>	<ul style="list-style-type: none"> • Certification documentation 	Y N NA	
	COMPARABILITY			
§1120A(c)	District must have evidence of compliance with the comparability requirements on file.	<ul style="list-style-type: none"> • Comparability worksheet • Personnel records to validate FTE and funding source 	Y N NA	
	PARENT INVOLVEMENT			
§ 1118(b)(1)	The district has a Title I parent involvement policy that meets the requirement of NCLB	<ul style="list-style-type: none"> • Title I Parent Involvement Policy 	Y N	
§ 1118(b)(1)	The Title I school has a policy that meets the requirements of NCLB. (Note: the school and district policy may be one and the same if the requirements of both sections are included.	<ul style="list-style-type: none"> • Title I Parent Involvement Policy • Policy has been submitted to the Iowa Department of Education, Title I Office for the current school year 	Y N	
§ 1118(d)	Parent-School Compacts have been jointly developed with parents	<ul style="list-style-type: none"> • Title I Parent-School compact • Compact has been submitted to the Iowa department of Education, Title I Office for the current school year. 	Y N	
§ 1118(c)(1)	Convene an annual meeting to which all parents of participating children shall be invited and encouraged to attend. The meeting will inform parents of their school's participation in Title I and parents' right to be involved.	<ul style="list-style-type: none"> • Annual Title I meeting agendas • Meeting sign in sheets. • Meeting is held at multiple times or at a time convenient for parents. 	Y N	
§ 1111(h)(6)	Parents Right-to-Know District provides annual notification of their "right-to-know" about teacher qualifications.	<ul style="list-style-type: none"> • Documentation of this notification • Copies of newsletter where notification is given annually 	Y N	
§ 1118(f) §1118(e)(5)	Information has been provided in a language and form they can understand.	<ul style="list-style-type: none"> • Samples of communication • Newsletters to parents 	Y N	

SECTION	CRITERIA	OPTIONS FOR EVIDENCE OR DOCUMENTATION	YES NO NA	ADDITIONAL NOTES
	PARENT INVOLVEMENT			
§ 1118(e)(1)	Assistance is provided to parents in understanding topics such as local academic standards and assessments, monitoring their child's progress and how to work with educators to improve achievement of their child.	<ul style="list-style-type: none"> • Report cards • Annual Progress Report (APR) • Newsletters • Information provided to parents concerning standards and assessments 	Y N	
§ 1118(e)(2)	Materials and training provided to help parents work with their children to improve achievement.	<ul style="list-style-type: none"> • Parent Literacy Night • Open House for all parents • Parent Information • Parent/Student Activity sheets • Brochures for Parent about working with their children at home 	Y N	
§ 1118(e)(3)	The school educates staff with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.	<ul style="list-style-type: none"> • Parent Night (All school or Title I) • Parent Involvement on School Improvement Advisory Committee (SIAC) 	Y N	
§ 1118(e)(4)	Where appropriate, the school coordinates and integrates parent involvement programs and activities with Head Start, Reading First, Early reading First, Even Start, the Home Institution Programs for Preschool Youngsters, and public preschool and other programs, that encourage and support parents in more fully participating in the education of their children.	<ul style="list-style-type: none"> • Use of multiple funding sources to support a coordinated parent involvement program • Communication with other programs 	Y N	
	PROGRAM EVALUATION			
§ 1118(a)(2) § 1112(d) § 1112(e)(3)	District has a system in place for annually evaluating the Title I program. Parents and staff are included in the review process for the purpose of suggesting potential programming needs and/or changes.	<ul style="list-style-type: none"> • Surveys (student, teachers, administrators) • A process for analyzing data • A documented evaluation process • Process reflects CSIP statements 	Y N	

SECTION	CRITERIA	OPTIONS FOR EVIDENCE OR DOCUMENTATION	YES NO NA	ADDITIONAL NOTES
	COORDINATION OF SERVICES			
§1115(c)(1)(D)	Title I Services are coordinated and integrated with the regular classroom, with other agencies providing services and with other federal, state and local programs.	<ul style="list-style-type: none"> District practices and procedures 	Y N NA	
	STANDARDS, ASSESSMENTS AND ACCOUNTABILITY			
§1115(c)(1)(D)	Title I Services are coordinated and integrated with the regular classroom, with other agencies providing services and with other federal, state and local programs.	<ul style="list-style-type: none"> District practices and procedures 	Y N NA	
§1111(b)(1)(B) §1111(b)(1)(e)	Students receiving services in Title I are held to the same standards and expectations as all other students.	<ul style="list-style-type: none"> Alignment documents Curriculum mapping Lesson plans 	Y N	
§1111(b)(3)(c)(i)	Students receiving services in Title I are assessed with the regular population without accommodations.	<ul style="list-style-type: none"> District policy on assessment accommodations. (only appropriate for students with IEPs) 	Y N	
§1115(a) §1115(b)	Summer School follows NCLB regulations pertaining to eligibility and student participation in Targeted Assistance programs. Coordinates with regular Title I program.	<ul style="list-style-type: none"> A written selection process is available Written procedures for assessment Parent notification, acceptance or refusal of service Teacher and student schedules 	Y N NA	

TARGETED ASSISTANCE SCHOOL

SECTION	CRITERIA	OPTIONS FOR EVIDENCE OR DOCUMENTATION	YES NO NA	ADDITIONAL NOTES
	IDENTIFICATION & SELECTION -ELIGIBLE PARTICIPANTS			
§1115(a)	Services offered are supported by a needs assessment.	<ul style="list-style-type: none"> Documentation demonstrating selections of schools for Title I by rank order of poverty 	Y N NA	
§1115(b)(1)(B)	For preschool through second grades, multiple developmentally appropriate measures, which may include teacher judgment and parent interviews, are used to identify children in greatest need.	<ul style="list-style-type: none"> A written selection process is available for K-2 students 	Y N NA	
§1115(b)(1)(B)	For grades three and above, multiple educationally related, objective criteria and uniform procedures are used to identify and select students in greatest need for program participation.	<ul style="list-style-type: none"> A written selection process is available for grades 3 and above. 	Y N NA	
§1115(b)(1)(B)	Eligible children are children identified as failing, or most at risk of failing, to meet the State's (local) challenging student academic achievement standards.	<ul style="list-style-type: none"> Written procedures Interviews 	Y N NA	
§1115	Parents are notified of child's eligibility to participate in Title I services. Title I, Part A Policy Guidance	<ul style="list-style-type: none"> Parent notification 	Y N NA	
§1115(c)(2)(B)	Procedures have been developed to enable children to enter and exit the program throughout the school year.	<ul style="list-style-type: none"> Written procedures 	Y N NA	
	TITLE I FUNDED PERSONNEL			
§1115(d)(2)	Title I funded personnel are assigned to supervisory duties only if similarly situated district personnel are also assigned duties.	<ul style="list-style-type: none"> Duty roster or schedules 	Y N NA	
§1115(a)	Resources such as staff, materials and equipment funded by Title I are generally used only for children participating in the Title I program.	<ul style="list-style-type: none"> Inventory 	Y N NA	
§1115(b)(2)(D)	Instruction provided through Title I is coordinated with the regular classroom.	<ul style="list-style-type: none"> Coordination of services 	Y N NA	

SECTION	CRITERIA	OPTIONS FOR EVIDENCE OR DOCUMENTATION	YES NO NA	ADDITIONAL NOTES
§1115(b)(3)	Title I funds are not used to provide services otherwise required by law to be made available.	<ul style="list-style-type: none"> Description and schedules of services 	Y N NA	
§1115(c)(1)(C)	The district implements effective instructional strategies that are based on Scientifically Based Research (SBR) that: Give primary consideration to extended learning time; Help provide an accelerated, high quality curriculum; and Minimize the removal of students from the classroom during regular hours	<ul style="list-style-type: none"> List of criteria used 	Y N NA	
§1120A(b)(1)	Title I funds are used only to supplement, not to supplant the amount of funds available from non-federal sources	<ul style="list-style-type: none"> Student and teacher schedules Most recent comparability forms Program description reflects that Title I services remain supplemental to regular LEA/school program. 	Y N	

TITLE I SCHOOLWIDE PROJECTS (SWP)

SECTION	CRITERIA	OPTIONS FOR EVIDENCE OR DOCUMENTATION	YES NO NA	ADDITIONAL NOTES
	SCHOOLWIDE PROGRAMS			
§1114(b)(1)(A)	A comprehensive needs assessment of the entire school based on student performance has been conducted.	<ul style="list-style-type: none"> Needs assessment results or school profile 	Y N NA	
§1114(b)(1)(B)	Effective methods and strategies that are based on scientific based research and proven to be effective in raising student achievement are used	<ul style="list-style-type: none"> Schoolwide plan References for SBR 	Y N NA	
§1114(b)(1)(D)	High quality and continuous professional development is provided for teachers, Para educators, and where appropriate, for other staff and parents.	<ul style="list-style-type: none"> Record of professional development activities 	Y N NA	
§1114(b)(1)(E)	The program provides strategies to attract highly qualified teachers	<ul style="list-style-type: none"> Schoolwide plan 	Y N NA	
§1114(b)(1)(F)	The program provides for meaningful involvement of parents and local community in planning and implementation	<ul style="list-style-type: none"> Parent and community involvement communications 	Y N NA	
§1114(b)(1)(G)	Strategies and activities assist preschool children to transition from early childhood programs	<ul style="list-style-type: none"> Evidence of transition activities 	Y N NA	
§1114(b)(1)(H)	Teachers are included in the decisions regarding assessments	<ul style="list-style-type: none"> Building practices and procedures 	Y N NA	
§1114(b)(1)(I)	Additional assistance is provided to students who are experiencing difficulty mastering the local standards.	<ul style="list-style-type: none"> Building practices and procedures Teachers & students schedule 	Y N NA	
§1114(b)(1)(J)	Resources from various sources are used to support the schoolwide plan.	<ul style="list-style-type: none"> Schoolwide plan Accounting/budget records 	Y N NA	
§1114	An annual evaluation process takes place each year for the purpose of planning, developing, revising, and review of the Title I Schoolwide program.	<ul style="list-style-type: none"> Date(s) of review List of participants Meeting minutes 	Y N NA	
§ 1114 § 1118	Parents are a part of the planning and review committee.	<ul style="list-style-type: none"> List of team members (Should include administrators, teacher, and parents) 	Y N NA	

SECTION	CRITERIA	OPTIONS FOR EVIDENCE OR DOCUMENTATION	YES NO NA	ADDITIONAL NOTES
§1114 §1118(d)	Parent-School Compacts have been jointly developed with parents. Compacts are used with all students in a Title I Schoolwide Building	<ul style="list-style-type: none"> • Title I Parent-school compact used with all students in the school • Meeting minutes • Parent-School compacts are mailed to the Iowa Department of Education, Title I office annually. 		
§1114 §1118(d)	Title I Parent Involvement Policy for the building level is distributed to all parents. Parents are annually a part of reviewing the Title I Parent Involvement Policy.	<ul style="list-style-type: none"> • Dates of review • List of parents participating in the review. 		

TITLE I NON-PUBLIC SERVICES

SECTION	CRITERIA	OPTIONS FOR EVIDENCE OR DOCUMENTATION	YES NO NA	ADDITIONAL NOTES
	PRIVATE SCHOOLS			
§1120(b)(2)	Prior to the submission of the Title I application, a face-to-face meeting of the public and non-public school administrators must be held to discuss services to be provided to the non-public school, non-public student eligibility for Title I services, and evaluation of the Title I services provided to the non-public school. Documentation of the meeting is required.	<ul style="list-style-type: none"> Records of meetings, correspondence including who was present Title I Administrator interview 	Y N NA	
§1120(b)(2)	The identification and selection of students to receive services uses criteria appropriate to the private school.	<ul style="list-style-type: none"> Private or public school needs assessment 	Y N NA	
§1118(a)(1)	Parents of non-public school students are included in Title I parental involvement activities.	<ul style="list-style-type: none"> Announcements, notices of meetings 	Y N NA	
§1120(d)	Staff serving non-public school students are employees of the public school.	<ul style="list-style-type: none"> Accounting records, teacher rosters Teacher contract 	Y N NA	
§1120(d)	The control of funds and materials and equipment purchased with Title I funds is with the public agency.	<ul style="list-style-type: none"> Title I inventory, financial records 	Y N NA	
§1120(b)(2)	Services, materials and equipment are in a secular, neutral and non-ideological location if provided in a non-public school building.	<ul style="list-style-type: none"> Lease agreement, if appropriate 	Y N NA	
§1120	Only eligible students receive services. Students receiving Title I service reside in eligible attendance center. Documentation of low income students from non-public buildings	<ul style="list-style-type: none"> Targeting Funds to Buildings worksheets. Records document participating nonpublic students are residents of an eligible school attendance center. Record of method for documenting poverty data. 	Y N NA	
§1113(c)	Funds used for non-public Title I services have been appropriately calculated using the Within District Targeting of Funds formula provided in the Title I Reference Manual.	<ul style="list-style-type: none"> Documentation demonstrating use of the Title I Reference Manual (per pupil formula) Records showing number of students residing in eligible attendance centers 	Y N NA	

APPENDIX C:
TEACHER
LOAN
CANCELLATION

FFEL and DIRECT STAFFORD LOAN CANCELLATION FOR TEACHERS

If you're a teacher serving in a low-income area, it might be possible to have \$5,000 or up to \$17,500 of your Stafford Student Loan cancelled.

*Teachers who graduated from college in 2005 (and many from '02, '03 or '04) could be eligible for this loan cancellation benefit by teaching in a low-income school five years.

This applies to Stafford Loans, Direct Subsidized and Unsubsidized Loans, and in some cases Consolidation Loans.

Cancellation Terms	\$5,000 Federal Cancellation	\$17,500 Federal Cancellation
Must be a new borrower on or after 10/1/98 with no outstanding Stafford loan balance on 10/01/98.	Required	Required
Must have outstanding balance on Stafford loan prior to 10/01/05.	Required	Required
Must teach full time for five consecutive complete academic years.	Required	Required
Must teach in a Federally designated low-income school.	Required	Required
Must teach Secondary Math or Science, or K-12 Special Education to qualify	Not Required	Required
Must be a highly qualified teacher. In Iowa, this means you must have an endorsement in the subject area you teach.	*See footnote below	Required

- Borrowers are not required to meet the highly qualified standard if they begin to teach before 10/30/04. Instead, borrowers must demonstrate knowledge and skills in their subject areas.
- Borrowers are required to meet the highly qualified standard (be endorsed in their subject areas) if they begin to teach on or after 10/30/04.

What schools qualify as low income? The [U.S. Dept. of Education Web site](#) allows borrowers to search for low-income schools in Iowa and throughout the nation.

How can I find information on my student loans? The [U.S. Department of Education's National Student Loan Data System](#) (NSLDS) allows you to access information on your Federal student loans, including loan status, outstanding balances, and loan holder information.

How do I apply for loan cancellation? This [Application for Federal Teacher Loan Cancellation](#) may be used by both FFEL and Direct Loan borrowers. Your completed cancellation application should be mailed to your loan holders.

Do I qualify for any benefits while I am teaching for five consecutive complete academic years? Your lender may grant you forbearance, which postpones your payments while you are teaching to ensure that you receive the maximum federal cancellation benefits.

For example, suppose you are currently teaching first-grade in a low-income school and have \$3,000 outstanding in Federal Stafford Loans. Since \$3,000 is less than the \$5,000 maximum cancellation benefit, forbearance will stop your student loan payments so that you can potentially have your current balance of \$3,000 cancelled.

Another example: suppose you are currently teaching Special Education in a low-income school and have \$20,000 outstanding in Federal Stafford Loans. Since \$20,000 is more than the \$17,500 maximum cancellation benefit, you will need to continue to make payments until your current balance is equal to or less than \$17,500. At that point, forbearance will stop your student loan payment so that you can potentially have your current student loan balance cancelled.

Where can I find additional Federal information? The [Federal Student Aid website \(www.studentaid.ed.gov\)](http://www.studentaid.ed.gov) provides additional information on Federal Teacher Loan Cancellation.

If you have a loan from the Federal Perkins Loan Program, you may be eligible for [Perkins Loan Cancellation](#) for full-time teaching at a [low-income school](#) or in certain [subject areas](#).

If you have a Stafford Loan and you're teaching full-time in a [subject shortage area](#), you may be eligible for deferment (postponement of repayment) if you borrowed **before July 1, 1993**.

FFEL/DL Teacher Loan Forgiveness Flowchart

